Latino Faculty in Postsecondary Education

Excelencia in Education is dedicated to bringing attention to practices that work for Latino students through Examples of *Excelencia*; the only national effort to recognize evidence based-practices serving Latino students in higher education. Examples of *Excelencia's* nomination and profile submission process builds our Growing What Works database – a national database that shares evidence-based programs that serve Latino students. We aim to influence policy and practice by sharing models and trends of what works for Latinos.

As the Latino population throughout the education pipeline increases, and more enroll in postsecondary education, it is critical to examine how institutions are preparing to serve them. Latinos are the second largest racial/ethnic group in the United States, behind Whites, and projections show the proportion of Latinos will continue to grow.

Why Focus on Latino Faculty?

Increasing Latino representation on the faculty is crucial to increase college completion rates and demonstrate to Latino college students that success in academe truly is a stepping stone for success on and off campus. Research suggests that diversity on campus—both student diversity and faculty diversity—benefits all students by providing diverse perspectives and expanding cultural competencies for all students and contributing to the persistence and degree attainment of students of color. Latino faculty and all faculty of color also serve as role models and mentors students of color and can help those students improve in their academic progress.[1]

While it is critical to increase the number of Latinos who are faculty members, doing so will not be enough to accelerate Latino student success. As institutions invest in the faculty pipeline, they should also invest in providing professional development opportunities around cultural competency for current faculty and staff so that they are better prepared to serve an increasingly diverse student body.

Faculty Representation

While it would seem that Latinos have made some progress in becoming faculty members, a close look at the data reveals that Latinos are actually losing ground. The good news is that Latinos have doubled their presence as professors and instructors, increasing from two to four percent of all faculty between the years of 2003-2013.[2] But the bad news is that the growth in Latinos as a percentage of the professoriate has lagged dramatically behind the growth of Latino students on campus. During the same time frame, the percent of Latino students in U.S. higher education increased from 11 percent to 17 percent.[3] As a result, the ratio of Latino students to Latino faculty has increased from 80:1 to 90:1.[4] Unless government, colleges and universities,

philanthropy, and other key players take action to address this gap, it will most certainly increase as Latino students continue to enroll in higher education at an accelerated growth rate.

- **Latinos were a very small percentage of all faculty in higher education.** In 2013, Latinos represented 4% of full-time faculty, compared to Whites (73%), Asian/Pacific Islanders (9%), African Americans (5%), and those from other racial/ethnic groups (9%).[5] [SEE GRAPH]

- **Faculty diversity did not match student diversity.** Latinos represented 4% of full-time faculty and 16% of undergraduate students, compared to Whites, who represented 73% of full-time faculty and 56% of undergraduate students.[6] [SEE GRAPHS]

Full-time Faculty by Race/Ethnicity (2013)

9%

9%

4%

5%

73%

- White
- African American
- Latino
- Asian/Pacific Islander
- Other Groups
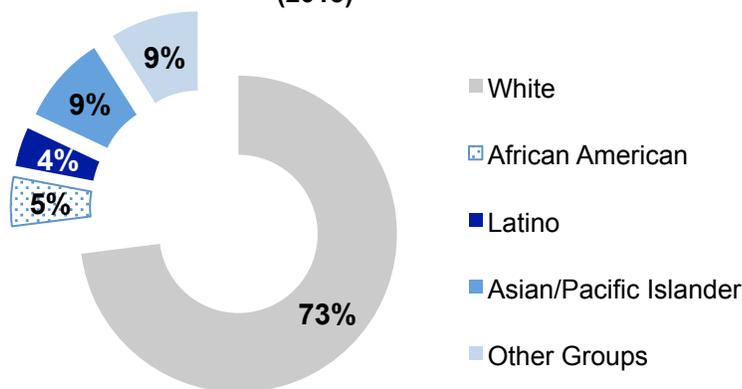
Source: U.S. Department of Education, NCES, *Digest of Education Statistics 2014.* Table 315.20.

Undergraduate Students Enrolled in Higher Education by Race/Ethnicity (2014)

8%

6%

16%

14%

56%
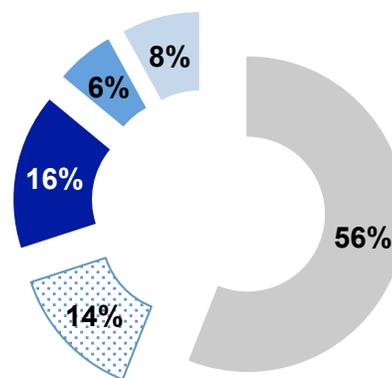
Source: U.S. Department of Education, NCES, *Digest of Education Statistics 2015.* Table 306.10.

Faculty Pipeline

The cultivation of Latinos into faculty ranks will not likely change quickly as the pipeline of Latino graduate students and graduate assistants is still not robust. Latinos comprise only eight percent of graduate students in the U.S. and only five percent of graduate assistants. Graduate assistants are especially likely to become faculty because the role helps them in their career path by providing access to research and grant opportunities, and a chance to acclimate to the culture and norms of academe by working alongside faculty members. We need to ensure that the educational pipeline is open for Latino students to pursue advanced degrees and increase the percentage of those students who see higher education teaching and research as career goal.

- **Latinos represented a small percentage of students enrolled in graduate education.** In 2014, Latinos represented 8% of all students enrolled in graduate education, compared to Whites (57%), African Americans (13%), international students (13%), Asian/Pacific Islanders (7%), and those from other racial/ethnic groups (2%).[7]

- **Latinos were underrepresented as graduate assistants – a critical path in the faculty pipeline.** In 2013, Latinos represented 5% of graduate assistants, compared to Whites (50%), international students (27%), Asian/Pacific Islanders (7%), students of unknown race/ethnicity (6%), and African Americans (4%).[8] [SEE GRAPH]
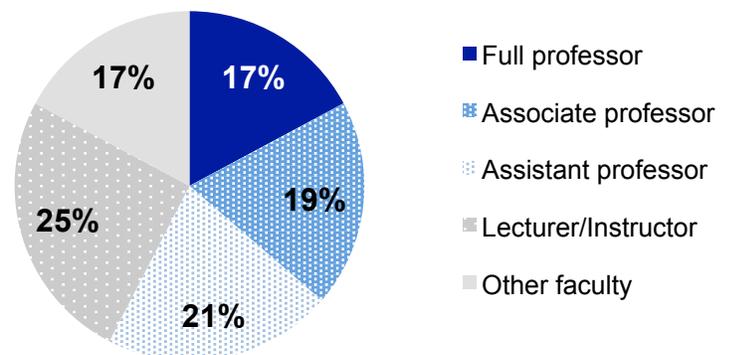
Graduate Assistants by Race/Ethnicity (2013)

- Whites
- International students
- Asian/Pacific Islanders
- Unknown race/ethnicity
- Latinos
- African Americans
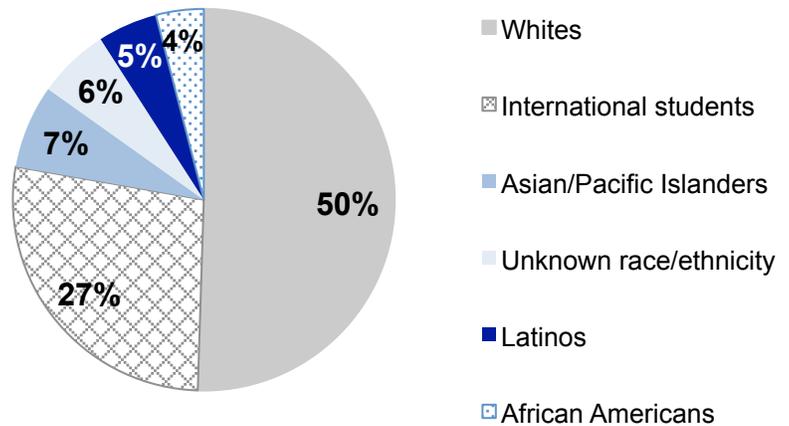
Source: U.S. Department of Education, NCES, *Digest of Education Statistics 2014.* Table 314.40.

Faculty Ranks
Only about half of Latino faculty are full-time and about 60 percent of those are tenured or on tenure-track. Faculty teach, conduct research, and provide service through community and student support. However, institutions rely more on full-time and tenured faculty to make these important contributions and Latinos should increasingly be among these ranks.

- **Latino faculty were slightly less likely to be employed as full-time faculty.** In 2013, 49% of Latino faculty were employed full-time and 51% were enrolled part-time.[9]

Latino Faculty by Ranks (2013)

- Full professor
- Associate professor
- Assistant professor
- Lecturer/Instructor
- Other faculty

Source: U.S. Department of Education, NCES, *Digest of Education Statistics 2014.* Table 315.20.

- **Latino faculty were more likely to be employed at public universities.** In 2013, 49% of Latino faculty were employed at public four-year institutions, compared to four-year private institutions (25%), community colleges (19%), for-profit institutions (7%), and two-year private institutions (<1%).[10]

- **The majority of full-time Latino faculty were in tenure or tenure-track positions.** In 2013, 58% of full-time Latino tenure or tenure-track faculty were full professors (17%), associate professors (19%), and assistant professors (21%). The remaining 42% of Latino faculty were lecturers and instructors (25%) or some other faculty position (17%).[11,12] [SEE GRAPH]
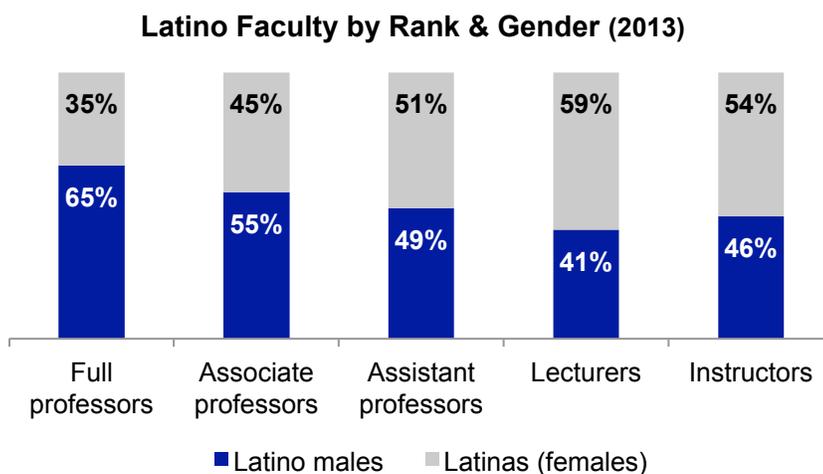
Gender

Females represent the majority of Latinos enrolled in K-12 and higher education, but males still dominate faculty ranks, especially at the highest levels.

- **The majority of Latino full professors and associate professors were Latino males.** In 2013, 65% of all Latino full professors and 55% of all Latino associate professors were male.[13] [SEE GRAPH]

- **Latinas (females) were more likely to be assistant professors and in non-tenure or tenure-track faculty positions than Latino males.** In 2013, 51% of all Latino assistant professors, 59% of all Latino lecturers, and 54% of all Latino instructors were female.[14] [SEE GRAPH]

Latino Faculty by Rank & Gender (2013)

	Full professors	Associate professors	Assistant professors	Lecturers	Instructors
Latinas (females)	35%	45%	51%	59%	54%
Latino males	65%	55%	49%	41%	46%

■ Latino males ■ Latinas (females)

Source: U.S. Department of Education, NCES, *Digest of Education Statistics 2014.* Table 315.20.

Examples of What Works

Some campuses have accelerated Latino student success on campus by making faculty diversity a significant focus of their improvement efforts and by making an institutional commitment to establish a clear pathway for Latino students to succeed in undergraduate study and pursue advanced degrees. In our efforts to study what works and recognize Examples of *Excelencia*, we have seen some institutions and programs make significant progress. For example, consider the efforts of the following program:

Enhancing Post-baccalaureate Opportunities at CSUF for Hispanic Students (EPOCHS) – California State University-Fullerton (Fullerton, CA)
EPOCHS has proven effective in increasing the number of Latino students achieving a master's degree at the university. Some of these students could enter the faculty pipeline. EPOCHS provides student support services to improve student retention and graduation rates, while also strengthening campus

climate through faculty and staff development on issues of access and inclusion in higher education. EPOCHS' activities include faculty development workshops on cultural competency, faculty/grad student mentoring program, and outreach activities with community groups. As a result, Latino enrollment in graduate programs and graduation rates increased, and all faculty who attended workshops reported an increase in understanding of challenges faced by Hispanic students. (http://www.edexcelencia.org/program/epochs)

More information about programs working to increase Latino student success can be found in *Excelencia* in Education's Growing What Works Database at: www.EdExcelencia.org/growing-what-works.

Excelencia in Education accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policies, and advancing institutional practices while collaborating with those committed and ready to meet the mission. Launched in 2004 in the nation's capital*, Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and engaged civic leadership. For more information, visit: www.EdExcelencia.org.

[1] U.S. Department of Education. Office of Planning, Evaluation, and Policy Development. (2016). *The State of Racial Diversity in the Educator Workforce.* Washington, DC: U.S. Department of Education.
[2] U.S. Department of Education. NCES. *Digest of Education Statistics 2006.* Table 232. and U.S. Department of Education. NCES. *Digest of Education Statistics 2014.* Table 315.20.
[3] *Excelencia* in Education analysis of U.S. Department of Education, NCES, IPEDS, Fall 2003 and Fall 2013 Enrollment and Institutional Characteristics Surveys.
[4] *Excelencia* in Education analysis of U.S. Department of Education, NCES, IPEDS, Fall 2003 and Fall 2013 Enrollment and Institutional Characteristics Surveys.; U.S. Department of Education. NCES. *Digest of Education Statistics 2006.* Table 232. and U.S. Department of Education. NCES. *Digest of Education Statistics 2014.* Table 315.20.
[5] U.S. Department of Education, NCES, *Digest of Education Statistics, 2014*, Table 315.20
[6] U.S. Department of Education, NCES *Digest of Education Statistics, 2014,* Full-time faculty, Table 315.20; and 2015, Enrollment, Table 306.10
[7] U.S. Department of Education, NCES *Digest of Education Statistics, 2015,* Table 306.10
[8] U.S. Department of Education, NCES, *Digest of Education Statistics, 2014,* Table 314.40
[9] U.S. Department of Education, NCES, *Digest of Education Statistics, 2014,* Table 314.40
[10] U.S. Department of Education, NCES, *Digest of Education Statistics, 2014,* Table 314.40
[11] "Other faculty" includes primarily research and primarily public service faculty, as well as faculty without ranks.
[12] U.S. Department of Education, NCES, *Digest of Education Statistics, 2014,* Table 315.20
[13] U.S. Department of Education, NCES, *Digest of Education Statistics, 2014,* Table 315.20
[14] U.S. Department of Education, NCES, *Digest of Education Statistics, 2014,* Table 315.20