The Demographic Imperative to Elevate Latinx Success

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Overview

- Understand growth and importance of Latinx population

- Realize the contributions of Hispanic-Serving Institutions (HSIs) to the U.S. higher education system

- Build capacity to serve Latinx populations

- Take next steps to elevate Latinx success
What’s in a name?

- Hispanic (Census, federal, government)
- Latino or Latina/o (self-determined)
- Latin@ (acknowledging both genders)
- Latinx (gender neutral/challenges binaries/recognizes intersectionality)
- Audience, historical moment, purpose
Success for Latinx and HSIs
Demographic Transformation

Hispanic America

America’s racial/ethnic composition, %

- Hispanic
- Black
- Asian/other
- White*

1950 60 70 80 90 2000 10 20 30 40 50

FORECAST

Educational Attainment

BA attainment by race/ethnicity, Age 25 and over, 2017

- Asian
- White
- Black
- Native American
- Latinx

8 Critical Domains for Success

- Academic preparation
- Social capital
- Cultural capital
- Financial capital
- Family concerns
- Inclusive campus climate
- Assumptions about Latinxs’ background and potential
- Public policy
HSIs are federal construct

- ≥ 25% Latino undergrad enrollment
- Public or private, 2 or 4-yr, not-for-profit
- African Americans, Native Americans
- Pell, low-income, first-generation
- Underprepared students, close to home
- Fewer resources, but students need more
HSIs: A Tipping Point for College Opportunity?

- 1994-2017: 189 to 492

- Enroll 65% of all Latinx students (46% of HSIs’ enrollment is Latinx)

- 40% BAs/54% STEM BAs for Latinxs

- UCSB (2015), UCI (2017) – 1ST AAU HSIs (OSU is also a member of AAU)
Math BA Degrees (2015)

<table>
<thead>
<tr>
<th>Institution</th>
<th># Latino BAs</th>
<th>% Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC – Riverside</td>
<td>51</td>
<td>36%</td>
</tr>
<tr>
<td>UT – Austin</td>
<td>48</td>
<td>15%</td>
</tr>
<tr>
<td>UT – Rio Grande Valley</td>
<td>43</td>
<td>83%</td>
</tr>
<tr>
<td>Cal State – San Bernardino</td>
<td>41</td>
<td>48%</td>
</tr>
<tr>
<td>UC – Santa Barbara</td>
<td>41</td>
<td>20%</td>
</tr>
<tr>
<td>San Jacinto Community College</td>
<td>37</td>
<td>39%</td>
</tr>
<tr>
<td>Cal State Polytechnic – Pomona</td>
<td>36</td>
<td>40%</td>
</tr>
<tr>
<td>UC – Los Angeles</td>
<td>36</td>
<td>17%</td>
</tr>
<tr>
<td>Cal State – Long Beach</td>
<td>35</td>
<td>27%</td>
</tr>
<tr>
<td>UT – El Paso</td>
<td>35</td>
<td>81%</td>
</tr>
</tbody>
</table>

*(Hispanic Outlook, Nov. 26, 2017)*
Structural-Demographic Typology of HSIs

(Nuñez et al., 2016; 2008 IPEDS data)

- 37% Urban enclave cc
- 19% Rural dispersed cc
- 9% Big systems 4-yr
- 21% Small communities 4-yr
- 13% Puerto Rican
- 2% Health Sciences
Organizational Identity Typology of HSIs

Defined by Outcomes or Culture? – Garcia, 2017
Enrollment/Outcomes

- Graduation rates
- Completion rates (includes transfers)
- Share of Hispanic undergraduates enrolled
- Year to year persistence
- Parity in graduating Hispanics
Return on Investment

- Spending per student and in categories
- Use of Title III, V, and other grants
- Social mobility
- Infrastructure – access to facilities
- Regional/local – share of workforce
Culture (students)

- Share of Hispanic undergraduate and graduate students enrolled (major)
- Supportive campus environment
- Respect, community for ethnic groups
- Culturally engaging pedagogy
- Academic self-concept/confidence
- Community engagement
- Ethnic studies, ethnic cultural centers
- Ethnic student organizations
Culture (faculty)

- Explicit mission to serve Hispanic students
- Share of Hispanic faculty (field of study)
- Supportive campus environment
- Recruitment Processes
- Promotion and Tenure Processes
- Rewards for supporting URM students
- Professional development
- Student-centered pedagogical strategies
- Cultivating Hispanic, URM faculty pipeline
- Culturally relevant knowledge production
Culture (staff)

- Leadership (all stakeholders)
- Supportive advising
- Complementary use of technology
- Student conduct
- Program administration
- Collaboration between academic and student affairs
Culture (programs)

- P-20 outreach
- Transfer outreach
- Socialization for graduate school
- Graduate student support
- Postdoc support
- Academic support (facility, tutoring)
- Cultural support (ethnic cultural centers, ethnic studies)
- Research opportunities
- Partnerships
Culture (partnerships)

- Collaboration vs. competition
- Minimize zero-sum thinking
- Engaging families and communities (e.g., churches as civic participation)
- Non-hierarchical, bi-directional, recognize distinctive contributions of all
Public Policy

- Higher education: “Investment” not “cost”
- Address “perfect storm” of student financial aid
- Assets: immigration, bilingualism benefits
- Integrative, holistic programs
- Political communication and will
September 21, 2018
10:30 am – 12:00 pm
Ramseyer Hall 260,
EHE Commons

Join the Higher Education and
Student Affairs program for

The Education of Undocumented
Professionals, DACA, and
Occupational Licensing

Presented by Dr. Michael A. Olivas,
William B. Bates Distinguished Chair in Law,
University of Houston Law Center

Michael A. Olivas is the William B. Bates Distinguished Chair in Law at the University of Houston. In 2016-17, he was Interim President of the UH Downtown, a 15,000 student institution. He is the author of fifteen books, including works on landmark cases Plyler v. Doe and Hernandez v. Texas.

His text, Suing Alma Mater: Higher Education and the Courts (Johns Hopkins University Press, 2013) was chosen as the 2014 winner of the Steven S. Goldberg Award for Distinguished Scholarship in Education Law. His casebook, The Law and Higher Education: Cases and Materials on Colleges in Court, is in its 4th edition. He also has a regular radio show on the Albuquerque, NM, National Public Radio station KANW, "The Law of Rock and Roll," where he reviews legal developments in music and entertainment law, appearing as "The Rock and Roll Law Professor."

Professor Olivas is a two-time Buckeye, earning a MA in English in 1974 and a PhD in Higher Education, Organizational Theory in 1977.
Latino Education Summit

- OH Latino Affairs Commission, OH Dept of Education, OSU ODI - open to public
- Place: The Ohio State University Union
- Day: November 9th
- Educators, researchers, policymakers, community members
- Strategize diversifying and expanding teaching capacity in OH, incorporate culturally inclusive teaching, overcome barriers to educational success
References and Resources


Thank you!

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