



Enhancing Hispanic Student Learning by Growing the Hispanic Professoriate

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Presenters:

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I. Context and Big Picture

- The ISSUE: Historically, currently, and future is INCLUSION AND PARTICIPATION
- Specifically:
 - Access, Retention, Advancement
- $A+R+A = \text{SUCCESS}$
- The general issue and specifics applies to both students and professional staff.



Conditions are Better Today

- The numbers are good (and coming in slides)
- The time is right
- The process is favorable
- Sufficient persons in different roles to:
 - Act now (multi-level approach)
 - Presidents, Deans, Department Heads
 - Institutionalize
 - Chancellors and Board Members

New Normal Faculty Numbers

CC District	Student Enrollment		Faculty		Notes
	Total	Latinos	Full time	Part-time	
Maricopa	260,000		700+		10 colleges 4 centers
Miami Dade	165,000	71%	743	1,736	7 colleges ? centers
LA. City	135,000	55.7%			9 colleges
Dallas	72,600				7 colleges
Alamo	64,400	57.9%			5 colleges

Big Picture



Menudo



Mas Context

- Hispanic college enrollment
- Hispanic Serving Institutions (HSIs)
- Faculty
 - 80% Anglo
 - 5% Hispanic
- Funding to public institutions

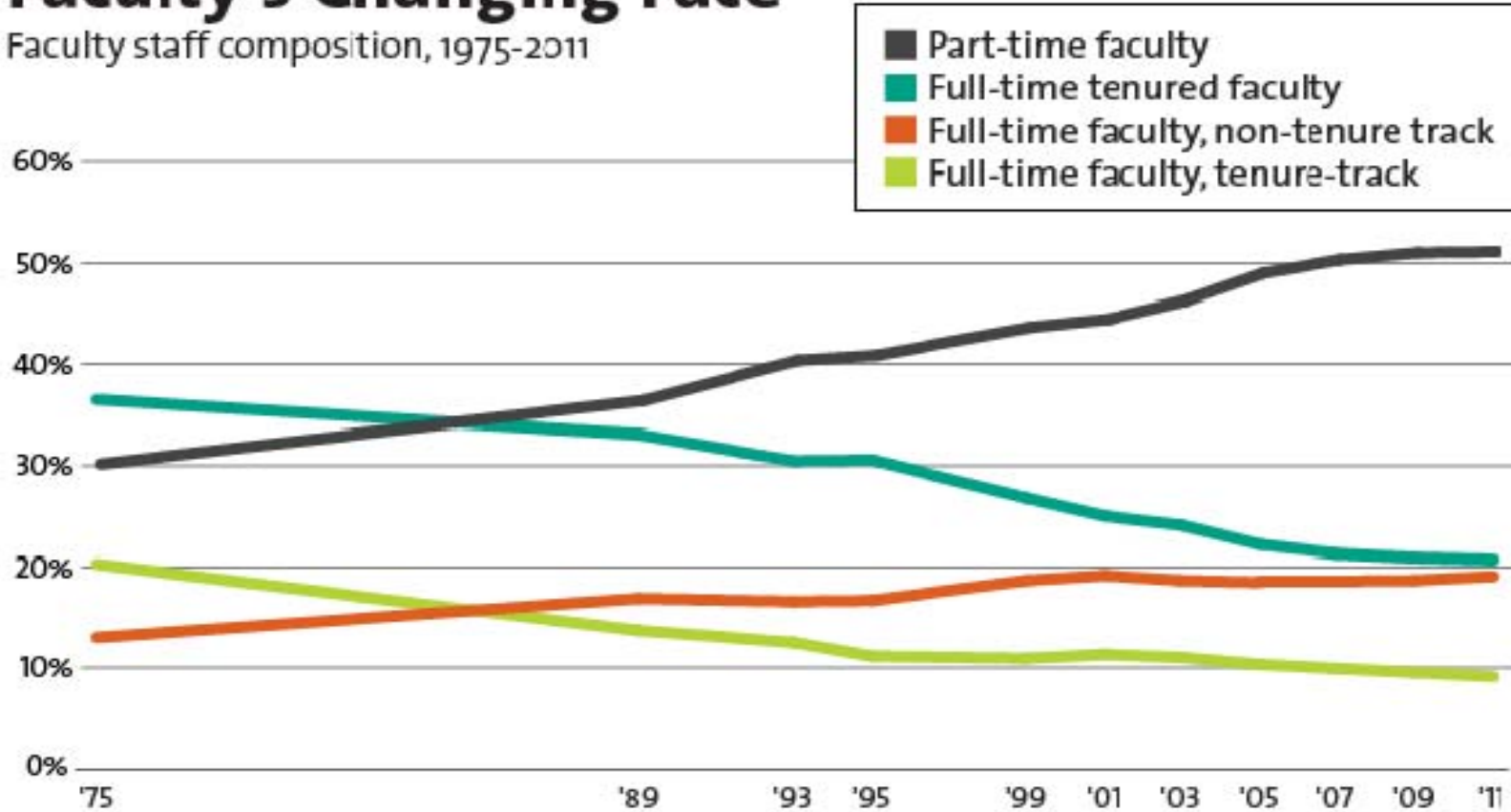


Rise of Adjunct Faculty

- Defining “Adjunct”
 - Traditional/Part-time
 - Short-Term
 - Contingent
- IHEs hiring more adjunct faculty
- Adjuncts teach most classes at community colleges

Faculty's Changing Face

Faculty staff composition, 1975-2011



Figures for 2011 are estimated. Percentages may not add to 100 due to rounding.
Source: American Association of University Professors

Mother Jones



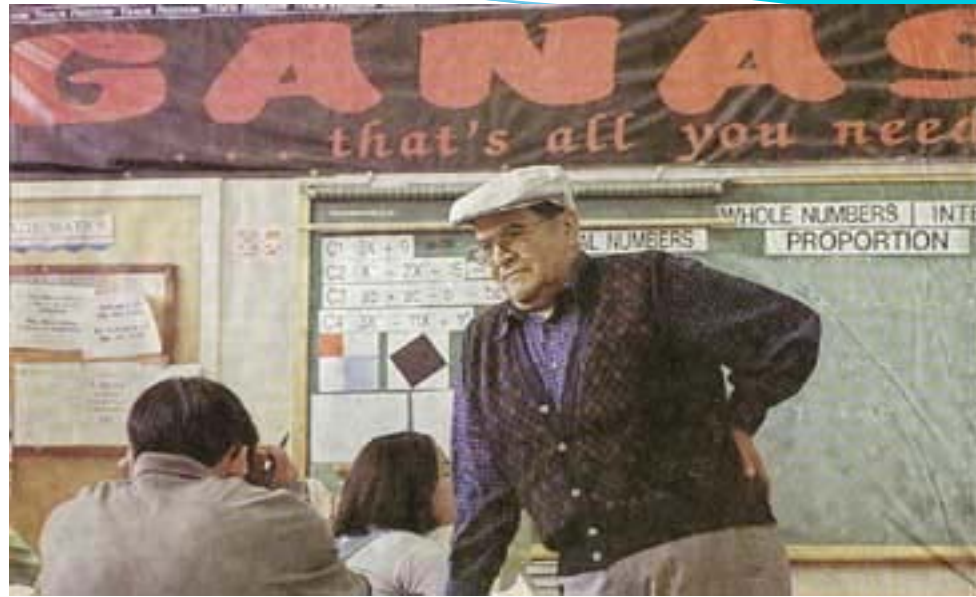
Rise of Hispanics

- “Minorities” are now majority in many metropolitan areas.
- 11% of counties and cities are now majority minority.
- Hispanic Enrollment
 - 56% of Hispanics enroll at community colleges.



What Can Brown Do For You?

Research suggests that students of color perform better when they have contact with faculty from a similar ethnic or socio-economic background.





II. Recruitment

- Teaching Qualifications
 - Community Colleges – Masters
 - Universities – Doctorate
- Hiring Process
 - Full–Time – Committees, Searches
 - Adjunct – Right Place/Right Time



Recruitment

- IHEs must promote adjunct teaching
 - Benefits of adjunct teaching
- Partner with community organizations
 - HCC, CPLC, Professional Organizations
- Partner with businesses



III. Retention

- IHEs should provide adjunct faculty with....
 - Orientations
 - Office support and office space.
 - Professional development workshops and \$\$
 - Teaching Center
 - A Voice or Representation



Retaining Hispanic Faculty

- IHEs should connect Hispanic Faculty with....
 - Student organizations like MECHA
 - Teacher organizations like TACHE
 - Employee organizations like MACHE
- Organizations should reach out to adjunct faculty.

IV. Career Development





A Shake-UP Call

- Old ways are gone.
- Reliance on Adjunct Faculty is here to stay
- What does it mean?
- We must think as we own the future =
 - **We are the majority and should take the Lead/Control**
 - Plan ahead with policy



Cultivation

- Need to attend to the long term needs of growing class of adjunct faculty
- Traditional Faculty Structure
 - Assistant Professor
 - Associate Professor
 - Professor with Tenure
- Apply same idea to Adjunct Faculty



Group Level	Criteria	Benefits
Beginner	1 -2 years of teaching	
Intermediate	3-4 years of teaching	Priority in classes assigned Time and day of classes
Experienced	5 or more years teaching	Priority in classes assigned Approval to teach over max Priority for Residential Positions



Benefits to College

- Salary Savings
- More courses on a regular basis = more tuition
- Better long term class schedule planning (2 yr. basis)
- More reliable advising, less class cancellation at the last hour
- Consistency program norms, procedures followed



Benefits to Students

- Uniform teaching and grading
- Congruent curriculum – course syllabus
- Less cost to student – may be able to take more than one course a semester
- Student/instructor cultural compatibility
- More role-models = greater interpersonal interaction

Conclusion



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