HSI Perspectives of Latino Faculty and Staff

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ABSTRACT

This exploratory study examines the perspectives of Latino faculty and staff members regarding UCF's transition to a Hispanic Serving Institution. Using a Qualtrics survey, this study will explain how Latino faculty and staff members at UCF operationalize "Hispanic Serving" and what their thoughts are regarding the role of the Latino Faculty and Staff Association in that transition. A review of Latino Faculty and Staff Associations at colleges and universities across the country was conducted in order to identify the Key components in supporting Latino students and higher education professionals. Emerging Key components, along with five HSI Design Principles (Malcom-Piquex & Bensimon, 2015) were used to structure a survey that looked at: (1) Defining HSIs; (2) Campus Climate; and (3) LaFaSA's contribution.
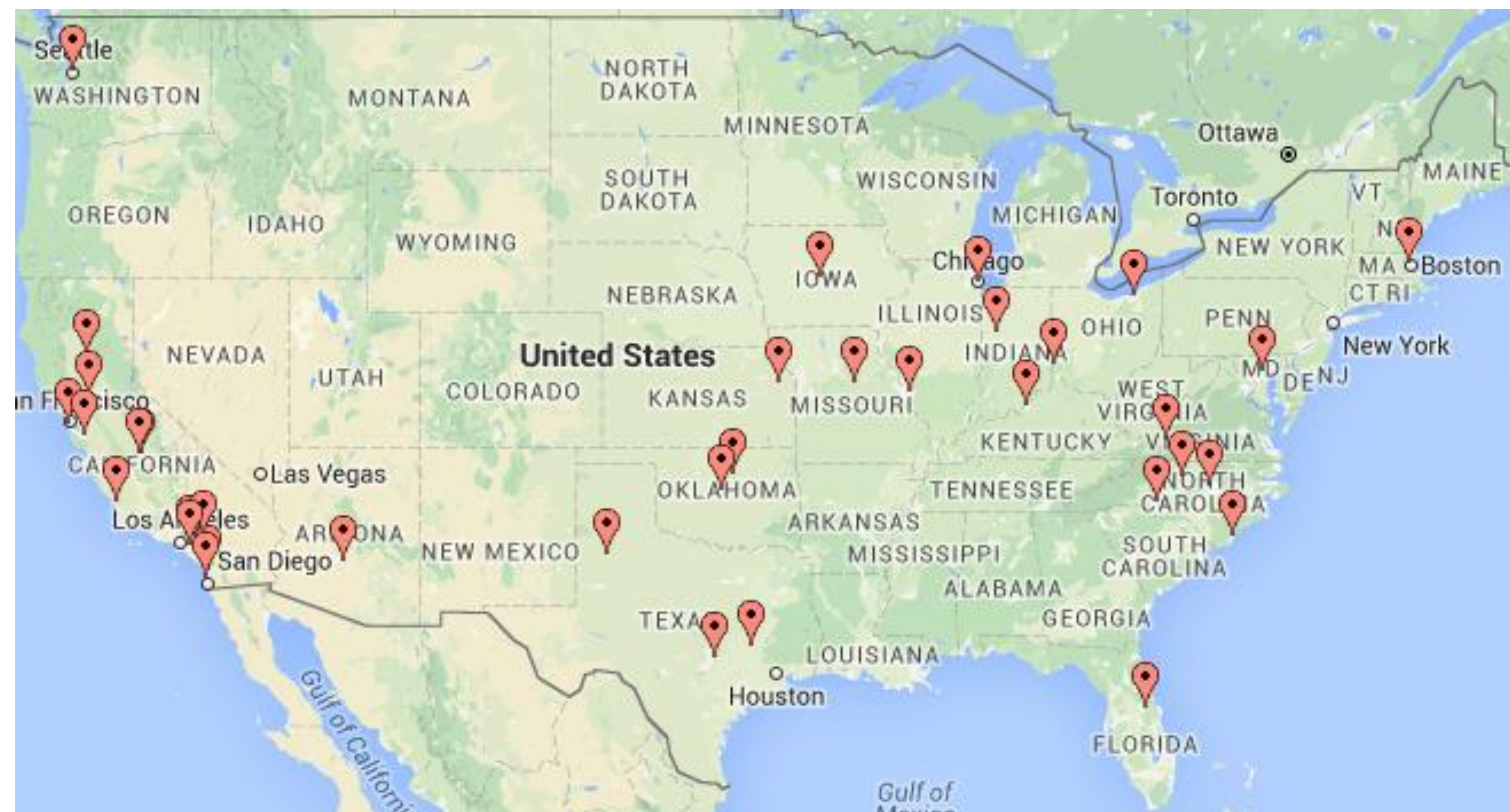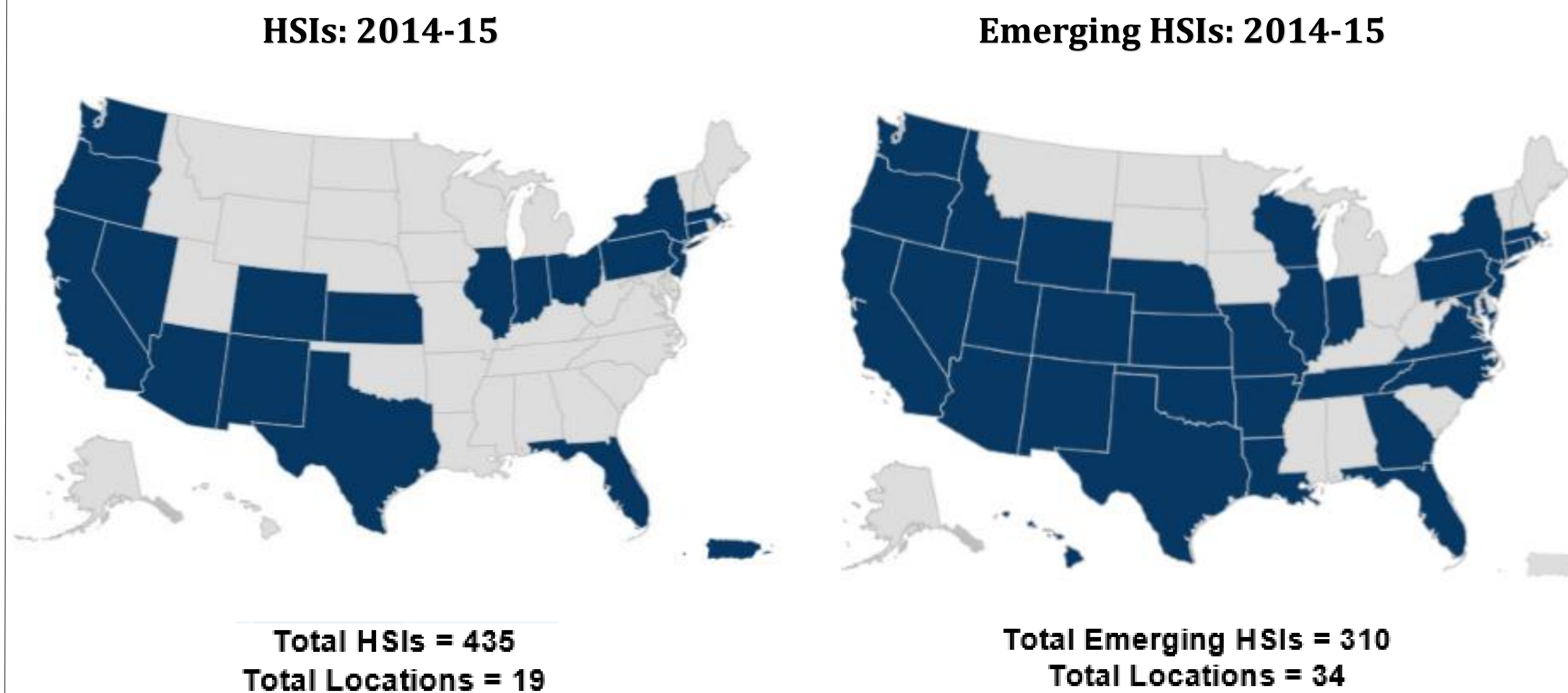
Key Terms: Hispanic Serving Institution; Diversity; Latino; Hispanic; Title V.

INTRODUCTION

In the 1980s, leaders recognized a small set of institutions enrolled a large percentage of Latino students, but had low levels of resources to educate these students. The classification of Hispanic Serving Institutions (HSIs) formally recognized these institutions for capacity-building and other support. HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment. These institutions were first recognized in federal law in 1994 in the creation of the Developing HSIs program. In 2014-2015, there were 435 HSIs located in 18 states and Puerto Rico. There is currently no federal definition for "Emerging HSIs," but *Excelencia* in Education identifies emerging HSIs as institutions with an undergraduate FTE Hispanic enrollment between 15 and 24 percent. UCF is currently an Emerging HSI with a Latino student population of 22.5%.

METHODOLOGY

This is an exploratory study using a Qualtrics survey to gather quantitative and qualitative data. The survey was sent to all current UCF employees that identify as Hispanic/Latino. Survey results will be analyzed using SPSS.

HSIs: 2014-15

Total HSIs = 435
Total Locations = 19

Emerging HSIs: 2014-15

Total Emerging HSIs = 310
Total Locations = 34

Total Latino Faculty and Staff Associations = 37
Total Locations = 16
Total HSIs = 12

LITERATURE REVIEW

HSI DESIGN PRINCIPLES
(MALCOM-PIQUEUX & BENSIMON, 2015)

• **Principle 1-** Hispanic Serving designation is reflected in the institutional identity, mission, and priorities, as well as in the goals of campus divisions, departments, and units.

•**Principle 2-** Latino/a student success is a shared value among institutional leadership, faculty, and staff.

• **Principle 3-** Examining equity in educational outcomes for Latino/a students is central to institutional assessment processes and practices.

•**Principle 4-** Promoting Latino/a student success and ensuring equity in outcomes requires ongoing reflection and action by institutional leadership and individual practitioners.

•**Principle 5-** Engaging Latino/a students with culturally sustaining practices is central to promoting and supporting Latino/a student success.

PROJECT STATUS AND NEXT STEPS

1. IRB Approved
2. Survey Live
3. Analysis to begin Mid-May
4. Write-up to begin Early June
5. Recommendations to Leadership Late August

REFERENCES

Excelencia in Education. (2016). Hispanic-Serving Institutions (HSIs): 2014-2015 at a Glance. Washington, D.C.: *Excelencia* in Education.

Malcom-Piqueux & Bensimon, (2015). Design Principles for Equity and Excellence at Hispanic-Serving Institutions. *PERSPECTIVAS: Issues in Higher Education Policy and Practice, 1* (4), 1-16.