



**A POSITION PAPER:**

**JOHN JAY COLLEGE AS A HISPANIC-SERVING INSTITUTION**

**MEETING THE CHALLENGES AND THE OPPORTUNITIES**

**SUBMITTED TO THE JOHN JAY COLLEGE COMMUNITY**

**BY THE**

**FACULTY OF THE DEPARTMENT OF**

**LATIN AMERICAN AND LATINA/O STUDIES (LLS)**

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November 1, 2017

Goal #5, John Jay College's 2020 Strategic Plan:

**“Enhance John Jay’s Identity as a Hispanic-Serving Institution”<sup>1</sup>**

*Our Constitution is a remarkable, beautiful gift. But it’s really just a piece of parchment. It has no power on its own. We, the people, give it power – with our participation, and the choices we make.*

- President Barack Obama  
Farewell Address, January 10, 2017<sup>2</sup>

What is true of constitutions is also true of strategic plans: they are just pieces of paper unless we make them real, give them power with the choices we make.

The Department of Latin American and Latina/o Studies is presenting this Position Paper to the John Jay College community in the hope and expectation that it will serve as a source of reflection, discussion, and, especially, actions that will lead to fulfilling the College’s obligations and promise as a Hispanic-Serving institution (HSI), in keeping with Goal #5 of the John Jay 2020 Strategic Plan.

**What are Hispanic-Serving Institutions (HSIs)?**

An HSI is a not-for-profit degree-granting accredited institution of higher education whose enrollment of Latina/o students exceeds 25 percent of its total FTE undergraduate enrollment. HSIs were first formally recognized in the funding provisions of the Higher Education Act (HEA) of 1992 and in 1998 the Developing Hispanic-Serving Institutions Program was reauthorized in Title V of the HEA with the stated purpose of “assisting HSIs to expand educational opportunities for, and improve the academic attainment of, Latino students.”<sup>3</sup> Unlike Historically Black Colleges and Universities and Tribal Colleges and Universities, HSIs were not founded to serve their target populations, but rather are designated HSIs when they reach the stipulated enrollment threshold. In FY 2016, 415 institutions were listed by the Department of Education as eligible HSIs.<sup>4</sup>

**Latina/o Enrollment at John Jay College: Past, Present, and Future**

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<sup>1</sup> [http://www.jjay.cuny.edu/sites/default/files/About\\_Us/Leadership/John\\_Jay\\_Strategic\\_Plan\\_brochure.pdf](http://www.jjay.cuny.edu/sites/default/files/About_Us/Leadership/John_Jay_Strategic_Plan_brochure.pdf)

<sup>2</sup> [https://www.realclearpolitics.com/video/2017/01/10/watch\\_live\\_president\\_obamas\\_farewell\\_address.html](https://www.realclearpolitics.com/video/2017/01/10/watch_live_president_obamas_farewell_address.html)

<sup>3</sup> Lindsey E. Malcom-Piqueux and John Michael Lee, Jr., “Hispanic-Serving Institutions: Contributions and Challenges,” College Board Advocacy & Policy Center Policy Brief, October 2011, 2-3.

<sup>4</sup> U.S. Department of Education, “Hispanic-Serving Institutions Division Home Page,” <https://www2.ed.gov/about/offices/list/ope/idades/hsidivision.html>

John Jay College had met the HSI enrollment threshold by the time the HEA was enacted in 1992 creating HSIs. As Table 1 points out, based on available data—IPEDS and Middle States Reports—John Jay was an HSI reached the 25 percent threshold as early as the fall of 1985, years before there were designated HSIs.

**Table 1. Latina/o Enrollment at John Jay College: The Early Years**

<b>Queried from IPEDS</b>				
<b>Fall</b>	<b>Category</b>	<b>Enrollment</b>	<b>Hispanic Enrollment</b>	<b>% Hispanic</b>
1980	All students, Undergraduate total	5533	1188	21.5%
1984	All students, Undergraduate total	5975	1460	24.4%
1985	Not reported by ethnicity (used to alternate years)			Likely reached 25% this year
1986	All students, Undergraduate total	6237	1690	27.1%
<b>As Reported to Middle States</b>		<b>Total Enroll</b>	<b>Total Hisp</b>	<b>% Hisp</b>
1984	Total Enroll (UG and GR)	6518	1494	22.9%
1985	Total Enroll (UG and GR)	6337	1578	24.9%
1986	Total Enroll (UG and GR)	6679	1738	26.0%

Source: IPEDS and John Jay College Middle States accreditation reports.

In Fall 1990, the earliest year that CUNY enrollment data are available online by ethnicity, 28.5 percent of the College’s students classified themselves as “Hispanic.”<sup>5</sup> Since then, that percentage has continued to grow: in Fall 2016 John Jay’s 5,567 Latina/o students accounted for 41.3 percent of the College’s enrollment, making Latina/os the largest race/ethnic population in the College. Of CUNY’s senior colleges, only Lehman enrolls more Latina/o students than John Jay.<sup>6</sup> Furthermore, in the Fall of 2014 (the latest year for which data are available from the U.S. Department of Education) Lehman and John Jay were by far the two top senior colleges in the entire U.S. Northeast in their enrollment of Latina/o students, both proportionately and in absolute numbers.<sup>7</sup>

<sup>5</sup> CUNY Office of Institutional Research, *Student Data Book*, [http://www.cuny.edu/irdatabook/rpts2\\_AY\\_current/ENRL\\_0026\\_RACE\\_TOT\\_PCT\\_HIST.rpt.pdf](http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0026_RACE_TOT_PCT_HIST.rpt.pdf).

<sup>6</sup> CUNY Office of Institutional Research, *Student Data Book*, <http://www2.cuny.edu/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/#Enrollment>

<sup>7</sup> “Student Diversity at Nearly 1,800 Institutions,” *Chronicle of Higher Education*, September 26, 2016, B32-B50.

As is the case with all CUNY colleges, transfer students represent a substantial segment of the entire student population, of which many are Latina/o. In fall 2016, of a total of 3,318 new students to John Jay, more than half (1,795) were transfer students,<sup>8</sup> and of those transfer students, 44.6 percent were Latina/os.<sup>9</sup> Hence, even when one factors students transferring into the college, Latina/o students consistently comprise a prominent portion of that student population.

The numerical primacy of Latina/os within John Jay's student population is likely to continue into the foreseeable future. In 2015, Latina/os accounted for 28.9 percent of New York City's population, the fastest-growing race/ethnic population in the city. In terms of the future growth of the college-age population, that same year Latina/os under eighteen years of age represented 35.1 percent of all New Yorkers in that age group, by far the largest proportion of any race/ethnic group in the city.<sup>10</sup> The growth of that age cohort among Latina/os can be expected to continue, for it is sustained not only by Latina/o migration into the city, but, perhaps more importantly, by the higher birth rate of New York's Latina/o population, especially the population of Mexican origin, which is the third-largest and fastest-growing of all Latina/o nationality groups in the city.<sup>11</sup> Reflecting that upward trend, among the first-year students who entered John Jay for the first time in Fall 2016, 43.9 percent classified themselves as "Hispanic," an even higher percentage than in the total College population.<sup>12</sup>

Since the mid-1980s, Latina/os have represented a large percentage of John Jay College's student enrollment numbers. As an institution lacking major sources of revenue (e.g., abundant alumni contributions, an ample endowment or other steady revenue-generating sources), John Jay relies heavily on student enrollment for its revenues. Demographic trends reveal invariably that Latina/o student enrollment—both as first-time, full-time freshman and transfers—has and will continue into the foreseeable future constitute an indispensable

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<sup>8</sup> CUNY Office of Institutional Research and Assessment, Five-Year Trends in Total Fall Enrollment, John Jay College of Criminal Justice, 5/1/2017, [http://www.cuny.edu/irdatabook/rpts2\\_AY\\_current/ENRL\\_0011\\_5YR\\_FA\\_TRND\\_COL-JJ.pdf](http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0011_5YR_FA_TRND_COL-JJ.pdf).

<sup>9</sup> CUNY Office of Institutional Research and Assessment, Advanced Standing Transfer Enrollment by Race/Ethnicity and College: Percentages, Fall 2016, 5/1/2017, [http://www.cuny.edu/irdatabook/rpts2\\_AY\\_current/ENRL\\_0018\\_RACE\\_TNS\\_PCT.rpt.pdf](http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0018_RACE_TNS_PCT.rpt.pdf)

<sup>10</sup> U.S. Bureau of the Census, 2011-2015 American Community Survey 5-year Estimates, <https://factfinder.census.gov/>.

<sup>11</sup> Victoria Stone, "Crude Birth Rates Among New York City's Racial/Ethnic Groups and Latino Nationalities in 2002," Latino Data Project Report, Center for Latin American, Caribbean, and Latino Studies, The Graduate Center, 1-4 and "The Mexican-American Boom: Births Overtake Immigration," Pew Hispanic Center Report, July 14, 2011.

<sup>12</sup> CUNY Office of Institutional Research, *Student Data Book*, <http://www2.cuny.edu/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/#Enrollment>.

source of revenue for the college. Moreover, without this population, the college would not be able to reap the significant financial benefits that Hispanic Serving Institution status imparts.

### **How Does John Jay Benefit from its Designation as an HSI?**

As noted previously, the intent of Congress in designating HSIs under the 1992 HEA was to support those institutions so as to enhance opportunities and improve the academic achievement of Latina/o students. To that end, the federal government has earmarked funds for programs at HSIs, most notably through the Department of Education and the National Endowment for the Humanities. Other government agencies that have set aside grants for HSIs are the National Institutes of Health and the Department of Agriculture.

The HSI Division of the Department of Education funds three grant programs: 1) Developing Hispanic-Serving Institutions (DHSI); 2) Promoting Post Baccalaureate Opportunities for Hispanic Americans (PPOHA); and 3) Hispanic-Serving Institutions Science, Technology, Engineering, or Mathematics and Articulation (HSI STEM). All three of those programs are intended to promote the academic success of students at HSIs.<sup>13</sup>

The National Endowment for the Humanities runs grant programs that fund applications for proposed institutional programs at HSIs as well as individual research applications from faculty at HSIs. The individual grant programs for faculty only require that the applicant teach at an HSI. The faculty member need not be Latina/o nor does the research topic need to be Latino-related.<sup>14</sup>

In addition to federal funds targeted for HSIs, many federal grant programs award points to applications from HSIs.

From 2009 to 2015, John Jay College received \$8.1 million in federal funds as a result of our HSI status from the Department of Education, the National Endowment for the Humanities, and the National Institutes of Health. Furthermore, although HSI proposals made up only 4 percent of total federal proposals submitted by the College, they accounted for 26 percent of all federal dollars actually received.<sup>15</sup> In other words, HSI status not only makes John Jay eligible for federal funds, it enables the college to deliver many essential services and to engage in many crucial research activities.

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<sup>13</sup> U.S. Department of Education, “Hispanic-Serving Institutions Division Home Page,” <https://www2.ed.gov/about/offices/list/ope/itudes/hsidivision.html>.

<sup>14</sup> “Awards for Faculty at Hispanic-Serving Institutions,” <https://www.neh.gov/grants/research/awards-faculty-hispanic-serving-institutions>.

<sup>15</sup> E-mail message and attached spreadsheet from the Office for the Advancement of Research, John Jay College, sent to Lisandro Pérez on February 26, 2015.

## John Jay’s Hispanic “Identity”

The language of Goal #5 of the 2020 Strategic Plan presumes that John Jay College has an identity as an HSI. HSI status, however, is a designation, not an identity. An identity must be assumed. It is not a foregone conclusion that John Jay College’s HSI designation has led to the assumption of an identity as a Hispanic-Serving Institution. Since HSIs were not established to serve their target population (unlike HBCUs or Tribal Colleges), but rather evolved into their HSI status through demographics, their identity is not in their foundational DNA.<sup>16</sup> Even years after attaining the HSI designation, many institutions fail to assume an identity as an HSI.<sup>17</sup>

The key to assuming an identity as an HSI is for the institution to make an evident transition from simply a *Hispanic-enrolling* institution to a true *Hispanic-serving* institution. In a study of how Hispanic-Serving Institutions construct their HSI identities beyond enrollment, Gina A. Garcia found two variables that define that identity: outcomes and culture.<sup>18</sup> Parity in six-year graduation rates and post-graduate enrollment and employment are the principal measures of an outcome-based identity that places primary emphasis on how institutions prepare students to succeed academically.

A culture-based HSI identity is one in which the organization’s social order, norms, and values serve to: 1) give Latina/o students a sense of belonging in the campus community; 2) develop and reinforce a positive and self-affirming ethnic identity among Latina/o students; 3) offer ethnic studies curricula and experiences with culturally-relevant pedagogies; and 4) connect Latina/o students with administrators, faculty and staff who will serve both as

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<sup>16</sup> Deborah A. Santiago, “Inventing Hispanic-Serving Institutions (HSIs): The Basics,” *Excelencia in Education Policy Brief*, March 2006, 9.

<sup>17</sup> The term Minority Serving Institution (MSI) refers to the variety of higher education institutions that enroll a certain percentage of a particular minority group, as defined under federal law, eligible for federal funds to advance the educational achievement of students at that institution. MSIs fall under the following categories: Alaska Native-Serving Institution, Asian American Native American Pacific Islander-Serving Institution (AANAPISI), Historically Black Colleges and Universities (HBCU), Hispanic Serving Institution (HSI), Native American-Serving Non-Tribal Institution; Native Hawaiian-serving Institution; Predominantly Black Institution (PBI), Tribal College or University (TCU). John Jay College does not meet the criteria of any of the aforementioned categories of institutions pursuant to federal law, except Hispanic Serving Institution. Hence, an HSI identity most accurately and closely aligns with the HSI designation under federal law. See University of Pennsylvania Graduate School of Education, Center for MSIs at <http://www2.gse.upenn.edu/cmsi/content/what-are-msis#pbi> and <http://www2.gse.upenn.edu/cmsi/content/brief-history-msi>.

<sup>18</sup> Gina A. Garcia, “Defined by Outcomes or Culture? Constructing an Organizational Identity for Hispanic-Serving Institutions,” *American Educational Research Journal* 54:1S (April 2017), 113S.

positive role models and “as institutional agents actively working to disrupt barriers to success for Latina/o students.”<sup>19</sup>

A culture-based HSI identity recognizes and embraces the significant role that Latina/o administrators and faculty play in producing academic success for all students. In support of this point we need only refer to John Jay’s own 2012 Report of the Latina/o Retention Initiative Committee that noted

[M]ost of the scholarship on Latino student retention consistently maintains that retention of minority faculty directly corresponds to student academic achievement and overall success at both the undergraduate and graduate levels . . . a lack of diverse faculty who can serve as role models impacts both the retention and graduation rates of minority students.<sup>20</sup>

Moreover, best practices implemented to enhance Latina/o student academic success have been shown to improve outcomes for all students. *Excelencia* in Education, an organization that identifies and recognizes high impact practices at HSIs acknowledges that many of the academically successful strategies with Latina/o students also help other students.<sup>21</sup> Similar to many Latina/o students, John Jay students, regardless of race and ethnicity, tend to be low-income, first-generation college students, and thus it stands to reason that what works for Latina/o students would likely produce positive results among non-Latina/o students at the college.

John Jay College’s identity as an HSI is skewed towards an outcomes-based definition of that identity. While there is still considerable room for improvement in the retention and graduation rates of Latina/o students at John Jay, the College has instituted a number of

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<sup>19</sup> *Ibid.*, 133S-114S.

<sup>20</sup> Report of the Latina/o Retention Initiative Committee, John Jay College of Criminal Justice, 2012, 31. (See Appendix A). This report cites numerous scholarly sources in support of the positive impact Latina/o faculty have on Latina/o student retention and graduation rates, including the following:

Dumas-Hines, Frances A., Cochran, Lessie L., & Williams, Ellen U. (2001). Promoting Diversity:

Recommendations for Recruitment and Retention of Minorities in Higher Education. *College Student Journal*, 35 (3), 433.

Flores, B. B., Clark, E. R., Claeys, L., & Villarreal, A. (2007). Academy for Teacher Excellence: Recruiting, preparing, and retaining Latino teachers through learning communities. *Teacher Education Quarterly*, 34(4), 53–69.

Núñez, A., Ramalho, E.M., & Cuero, K.K. (2010). Pedagogy for equity: Teaching in a Hispanic-Serving Institution. *Innovation Higher Education Journal*, 35, 177-190.

Ponjuan, L. (2011). Recruiting and retaining Latino faculty members: The missing piece to Latino student success. *Thought and Action*, 27, 99-110. <http://www.nea.org/home/49914.htm>

Reason, R.D. (2009). An examination of persistence research through the lens of a comprehensive conceptual framework. *Journal of College Student Development*, 50 (6), 659-682.

As the above list of references suggest, the urgency of recruiting and retaining faculty of color has been identified repeatedly. See also Williams, Sharon E., and Alan Kirk. “Recruitment, Retention, and Promotion of Minority Faculty.” *The Department Chair*, 19(2), (Fall 2008):23–25.

<sup>21</sup> Sarita Brown, “Latino Success Stories Can Help All Students,” *Chronicle of Higher Education*, October 23, 2016.

student academic success programs, some of which specifically target students interested in Latina/o issues, the majority of which are Latina/o but include a racial cross-section of the student population. An example of the latter is the *iADELANTE!* program, which our Department developed jointly with the Office of Student Academic Success Programs (SASP).<sup>22</sup> Other SASP programs, as well as SEEK, also serve all students, not just Latina/os, but have affected positively Latina/o retention and graduation rates. New first-year six-year graduation rates have been increasing among Latina/o students at John Jay.<sup>23</sup>

A solely outcomes-based approach overlooks the importance of the broader institutional culture through which HSIs can serve Latina/os students and contribute to their success. As Garcia pointed out:

Instead of constructing a Latinx-serving identity based solely on measures that are correlated with individual outcomes (i.e., graduation, enrollment in graduate school, employment), using a cultural lens places the onus on the institution to deeply examine its structures and historical legacy for serving racialized populations . . . While providing a culture that is intended to produce equitable outcomes for Latinx students is supported by decades of research, some argue that the culture at HSIs provides a unique way of fulfilling that role.<sup>24</sup>

Developing at John Jay a culture as a Hispanic-Serving Institution has proved challenging, despite the College's decades-old designation as an HSI. One of the reasons the LLS Department is presenting this Position Paper is precisely to raise the level of awareness in the John Jay community of the benefits and responsibilities we have as a Hispanic-Serving Institution. It is our strongly-held perception that many in the College community are unaware or overlook many of the facts that have been presented thus far in this Paper about John Jay's HSI designation. As a result, we are frequently faced, as a Department and as individual faculty members, with an institutional resistance to taking some of the most elementary steps that would lead us to fully embracing our identity as an HSI.

### **Representation of Latina/os among John Jay Administration, Faculty, and Staff**

It is not surprising that research has confirmed the critical role of "institutional agents" in the success not only of HSIs, but of all institutions that serve minority or racialized populations. These institutional agents can be administrators, faculty, and staff although a great deal of research has focused on the special role that faculty, especially minority faculty, play in all

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<sup>22</sup> The Office of Student Academic Success Programs (SASP) is a unit of the Office of Academic Affairs that has been playing an integral role in providing a range of services and programs consistent with best practices for student academic success.

<sup>23</sup> Ricardo Anzaldúa, "A Profile of Latino Undergraduate Students," Report to the John Jay College Latino Initiative Committee, October 2013, 7.

<sup>24</sup> Garcia, "Defined by Outcomes or Culture?" 127S-128S.

dimensions of the cultural outcomes associated with a successful HSI identity: students' sense of belonging, connecting with the institution, providing professional role models, affirmation of a positive ethnic identity, advocacy on behalf of students, and culturally-relevant pedagogy and curricula. Research specifically on HSIs has underscored the importance of Latina/o administrators, faculty, and staff in developing a culture of service to Latina/o students.

How well are Latina/os represented among administrators, faculty, and staff at John Jay College? The tables below are from the data compiled by the CUNY Office of Institutional Research (OIRA).

Table 2 presents the distribution by ethnicity of John Jay employees in the administrative, faculty, and staff categories. The most notable feature of the table is the underrepresentation

**Table 2. John Jay College Employees by Ethnicity and General Classification, Fall 2016**

	Administration		Faculty		Staff	
	number	Percent	number	percent	number	percent
Total <sup>1</sup>	22	100.0	1140	100.0	1186	100.0
White	17	77.3	723	63.4	367	30.9
Black/African-American	1	4.5	133	11.7	297	25.0
Hispanic/Latino	1	4.5	140	12.3	347	29.2
Asian	1	4.5	69	6.1	101	8.5
Non-resident alien	1	4.5	54	4.7	38	3.2
Other <sup>2</sup>	1	4.5	21	1.8	36	3.0

<sup>1</sup> The map for CUNY job codes into IPEDS categories is maintained and updated by CUNY OIRA. The IPEDS Management category includes all ECP employees, many HEOs and other professional staff. For this report, only ECP are reported as Administration. The remaining IPEDS Management category employees are moved into Staff. The IPEDS Instructional Staff category excludes faculty who are primarily public service or primarily research. They are reported here under faculty.

<sup>2</sup> Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, two or more races, unknown.

Source: IPEDS HR dataset provided by CUNY OIRA, Fall 2016, forwarded by Ricardo Anzaldúa, Office of Institutional Research, John Jay College, on September 1, 2017 to Lisandro Pérez.

of Latina/os (and of minorities in general) in the executive category, that is, at the highest decision-making level of the College, where more than three-fourths of that category identified itself as White in Fall 2016.<sup>25</sup>

The total number of faculty in Table 2 (1,140) includes part-time faculty, of which only 399 (or 35 percent are full-time). The distribution of the full-time faculty, by rank and ethnicity, is shown in Table 3. Hispanic/Latino faculty members account for less than ten percent of John Jay's full-time faculty. Of the 110 Full Professors in Fall 2016, only 6 (5.4 percent) were

<sup>25</sup> We are somewhat puzzled that there is even one Latina/o in that category, since in Fall 2016 there was no identifiable Latina/o person at that level.

Hispanic/Latino. The representation of Hispanic-Latino faculty increases slightly among Assistant Professors and Lecturers/Researchers, with two possible (perhaps complementary) explanations: 1) proportionately more Latina/o faculty members have been recruited in the lower ranks in recent years, and 2) proportionately fewer Latina/o faculty are retained beyond the Assistant Professor level.

**Table 3. John Jay Faculty by Rank and Ethnicity, Fall 2016**

	All ranks		Professor		Associate Professor		Assistant Professor		Lecturer/ Researcher	
	number	percent	number	percent	number	Percent	number	percent	number	percent
Total <sup>1</sup>	399	100.0	110	100.0	157	100.0	96	100.0	36	100.0
White	262	65.7	90	81.9	93	59.2	60	62.5	19	52.8
Black/African-American	43	10.8	8	7.3	20	12.7	9	9.4	6	16.7
Hispanic/Latino	38	9.5	6	5.4	15	9.6	11	11.4	6	16.7
Asian	28	7.0	5	4.5	16	10.2	6	6.3	1	2.8
Non-resident alien	22	5.5	1	0.9	12	7.7	7	7.3	2	5.5
Other <sup>2</sup>	6	1.5	0	0.0	1	0.6	3	3.1	2	5.5

<sup>1</sup> The IPEDS Instructional Staff category excludes faculty who are primarily public service or primarily research. They are reported here under faculty.

<sup>2</sup> Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, two or more races, unknown.

Source: IPEDS HR dataset provided by CUNY OIRA, Fall 2016, forwarded by Ricardo Anzaldúa, Office of Institutional Research, John Jay College, on September 1, 2017 to Lisandro Pérez.

Table 4 presents, by division and ethnicity, the distribution of John Jay employees in Fall 2016. Enrollment Management, for reasons that would be interesting to explore, is the only division of the College with a clear of plurality of Latina/o employees, followed by Finance and Administration.<sup>26</sup> A majority of Student Affairs’ employees are either Latina/o or African-American. Marketing and Communication is the Division with the lowest proportion not only of Latina/os, but of African-Americans as well.

<sup>26</sup> One contributing factor to the high percentage of Latina/os in Enrollment Management is that 28 percent of its employees are part-time and 63 percent of their part-time employees are Latina/o.

**Table 4. John Jay Employees by Division and Ethnicity, Fall 2016**

	Academic Affairs		Finance & Administration		Student Affairs		Enrollment Management		Marketing & Communication		President's Office/Legal Counsel	
	number	percent	number	percent	number	number	number	percent	number	percent	number	percent
Total	1646	100.0	453	100.0	106	100.0	96	100.0	30	100.0	17	100.0
White	901	54.7	138	30.5	22	20.8	21	21.9	18	60.0	7	41.2
Black/African-American	238	14.4	139	30.7	32	30.2	17	17.7	2	6.7	3	17.6
Hispanic/Latino	276	16.8	124	27.4	33	31.1	46	47.9	4	13.4	5	29.4
Asian	123	7.5	29	6.4	10	9.4	6	6.2	3	10.0	0	0.0
Non-resident alien	75	4.6	7	1.5	7	6.6	2	2.1	1	3.3	1	5.9
Other <sup>1</sup>	33	2.0	16	3.5	2	1.9	4	4.2	2	6.7	1	5.9

<sup>1</sup> Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, two or more races, unknown.

Source: IPEDS HR dataset provided by CUNY OIRA, Fall 2016, forwarded by Ricardo Anzaldúa, Office of Institutional Research, John Jay College, on September 1, 2017 to Lisandro Pérez.

Here are some additional relevant data from the IPEDS HR dataset provided by CUNY OIRA that are not found in the tables above:

- Although Latina/os represent just 9.5 percent of the full-time faculty, they account for 13.8 percent of the part-time faculty, and more specifically, 20.3 percent of the part-time Lecturers. That is the reason the percent of Latina/os among all faculty members reaches 12.3 percent in Table 2.
- Latina/o faculty members are not evenly spread across academic departments. There are some departments that have none or at most one, Latina/o on their full-time faculty roster. On the other hand, our Department accounts for 10 of the 38 (more than one-fourth) full-time Latina/o faculty members. Furthermore, four of the six Latina/o Full Professors in the entire College are in our Department.

The data presented above make clear that as a Hispanic-Serving Institution we should aspire to a better representation of Latina/os in most of the Divisions of the College, most critically at the executive level and among full-time faculty. Our past and present shortcomings in hiring and retaining “institutional agents” that can act on behalf of Latina/o students at the College has had a dilatory effect on the development of an institutional culture at John Jay consistent with its designation as a Hispanic-Serving Institution.

As a Latin American and Latina/o Studies Department, and as individual faculty members, we experience the consequences of those shortcomings, an experience that is shared with other John Jay Latina/o faculty and staff outside our Department. All too often we find ourselves carrying out functions and taking initiatives that properly belong in other divisions and at higher levels of the College. To fill voids in the College’s ability to appropriately address

the needs and concerns of Latina/o students, we are not infrequently asked to assume leadership or consultative roles and tasks that are outside the normal responsibilities of departments and faculty members. On numerous occasions, we have felt it necessary to provide unsolicited input to divisions or administrators, requesting that they take some action that in our view an HSI should be obligated to implement.

These experiences have led us to establish within our Department a number of curricular, co-curricular, and extra-curricular programs designed to support our students and enhance their success, support them in both their academic and personal lives, build strong connections between faculty and students, and provide postgraduate opportunities. In each instance, our department's curricular, co-curricular, and extra-curricular programs are consistent with best practices for promoting student academic success, as identified in the scholarly literature and by the American Association of Colleges and Universities (AAC&U).

The LLS Department's commitment to student academic success and student personal and professional development extends inside and outside the classroom, as these examples of our curricular and co-curricular initiatives and programs demonstrate:

- The LLS Department has increased its course offerings, diversifying our curriculum to accommodate and complement both the new Gen Ed and the new B.A. in Latin American and Latina/o Studies. Our enrollment has increased with a curriculum that is now distributed among a wide-range of courses that contribute to the Gen Ed program while serving as a pathway from the Gen Ed to the B.A. for students interested in our program of study.
- Our course offerings also reflect our close collaboration with Office of Student Academic Success Programs (SASP). We jointly organize the *iADELANTE!* program, and offer several sections of our First-Year Seminar (FYS), LLS 100, as well as Transfer Seminars (selected sections of LLS 322, 325, and 341). In 2016-17, we offered a total of 13 sections of such classes, all of which are coordinated with SASP and implement best teaching practices and promote student academic success, requiring a greater time commitment on the part of the faculty, as well as entailing limited enrollment per section, which impacts, of course, on our total enrollment. Our cooperation with SASP on First-Year and Transfer Seminars represents a major commitment to the academic success of all students at the college, as these initiatives do not solely serve Latina/os students. Our full-time faculty teaches most of these sections, which, as research suggests, is crucial to the efficacy of such programs.

- Our department has been committed to innovative and high impact educational practices that improve student academic success.<sup>27</sup> The LLS Department has also implemented culturally relevant practices that studies show boost academic achievement among Latina/o students.<sup>28</sup> Pedagogical practices embraced by our department have included offering study abroad courses, experiential learning, internships, and many other best teaching strategies (e.g., scaffolding of assignments, adoption of signature assignments, etc.). Many of our LLS 100 FYS seminars and other courses (e.g., LLS 321 fieldwork/internship course) teach students how to use the electronic platform DigiCation to create ePortfolios. In addition, internship and fieldwork opportunities that provide students with experiential learning and career development opportunities are available to students in our major and minor and are incorporated into our curriculum.
- A new and successful teaching innovation that the LLS Department has explored is one developed by Professor Isabel Martínez involving a unique cross-campus collaboration between the University of Texas at El Paso (UTEP) and John Jay College. This initiative uses teleconferencing and social media platforms to teach a course that compares Latina/o identity formation on the Texas–Mexico border with that in New York City. This joint venture was so effective that a group of undergraduate students from both UTEP and John Jay who participated in this course presented the results of this initiative at the recent Inter-University Program for Latino Research Conference held this past May 18-19, 2017 at the University of Texas, San Antonio. A discussion of this initiative was solicited and will be published in 2018.
- With a multidisciplinary faculty with some faculty members with law degrees, the LLS Department over the last 15 years has assisted John Jay students interested in pursuing careers in law. We have done so, through the Ronald H. Brown (RHB) Law School Prep Program, a collaboration between our department and St. John's University School of Law to offer a unique and comprehensive program to prepare students to apply for and succeed in law school and beyond. In the last academic year, the LLS Department has also partnered with the University of Houston Law Center

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<sup>27</sup> High impact educational practices have proven to improve student academic achievement, particularly among first-generation, low-income students—the type of student most often enrolled at John Jay College. For an overview of high impact practices see Association of American Colleges & Universities, High-Impact Educational Practices: A Brief Overview, 2008. <https://www.aacu.org/leap/hips>.

<sup>28</sup> See e.g., Gina A. Garcia and Otgonjargal Okhidoi, “Culturally Relevant Practices that ‘Serve’ Students at a Hispanic Serving Institution. *Innovative Higher Education*, 40(4): 345-357, 2015. (This article argues that Hispanic Serving Institutions (HSIs) are not institutions founded to “serve” Latina/o students, and as a result, HSIs must take proactive measures to change curricula and programs to ensure success among its first-generation, low income, and Latina/o students.)

and its Pre-Law Pipeline Program. Identical to the RHB Program, the UHLC Pre-Law Pipeline Program focuses on providing first-generation, low-income and underrepresented students the opportunity to undergo a comprehensive law school preparation to help diversify legal education and ultimately the legal profession. The Department's engagement in law school prep initiatives has served simultaneously as a focus of research and publications, as evidenced by the scholarship of LLS professor Jodie Roure.<sup>29</sup>

- The Unaccompanied Latin American Minor Project (ULAMP) engages our students in assisting children from Latin America fleeing violence and persecution and the attorneys representing them. This project operates in collaboration with New York Law School's Safe Passage Project and Catholic Charities immigrant support initiatives. ULAMP provides John Jay students with invaluable internship experiences, exposing them to the fields of law and social work. This work has its origins in the ongoing research and publications agenda on unaccompanied minors and immigrant youth of LLS professor Isabel Martínez.<sup>30</sup>
- The LLS Department regularly offers Study Abroad Programs in Latin America that provide students the opportunity to acquire first-hand learning experiences in Latin

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<sup>29</sup> See, e.g.:

Roure, J.G. and Rivera, J. "So You Want to be a Lawyer. Puerto Ricans and Their Journey into the Legal Profession: Overcoming Challenges"; *Centro Journal*, vol. XXIV, no.11, Fall 2012.

Roure, J.G. "Achieving Educational Equity and Access for Underrepresented Students in the Legal Profession", *Asian Americans, Critical Race Theory, and the End of the Model Minority Myth*, vol.11, 2009.

Roure, J.G. The NCLB (No Child Left Behind), Race, Ethnicity, Class and Diversity: Creating a High School to Law/Graduate School Pipeline for Underrepresented Students. In M. Dyson. Ed. *Our Promise: Achieving Educational Equity for America's Children*. Durham, North Carolina: Carolina Academic Press, 2009.

<sup>30</sup> See, e.g.:

Martínez, I. (2016). "Supporting Two Households: Mexican Immigrant Youth and their absences from U.S. Schools." *Journal of Latinos and Education*, 15, 3, 229-243.

Martínez, I. (2015). Undocumented Youth Labor. In S. Oboler and D. Gonzalez (Eds.), *Encyclopedia of Latinos and Latinas in Politics, Law and Social Movements*. New York: Oxford Press.

Martínez, I. (2015). Unaccompanied Minors. In S. Oboler and D. Gonzalez (Eds.), *Encyclopedia of Latinos and Latinas in Politics, Law and Social Movements*. New York: Oxford Press.

Martínez, I. (2009). "What's Age Gotta to Do with It? Exploring the Lives of Transnational Mexican Youth in New York City," *The High School Journal*, 92: 34-48.

Martínez, I. *Becoming Transnational Youth Workers: Independent Mexican Teenage Migrants and Pathways of Survival and Social Mobility* (Book under contract, Rutgers University Press).

Martínez, I. (Forthcoming). Why They Leave: Latin American Immigrant Youths and Quests for Survival. In M. Crock and L. Benson (Eds.), *Protecting the Migrant Child: Central Issues in the Search for Best Practice*, Edward Elgar Publishing, Human Rights Handbook Series.

Martínez, I. (2017). Becoming American, Staying Mexican: Incorporation and Adaptation in the City that Doesn't Sleep," In G. Hernandez-Zamora, P. Sanchez and G. Ramirez (Eds.), *Twenty Years After NAFTA: Educational and labour expectations of immigrant youth and those who have returned to the NAFTA region*. Mexico DF: El Colegio de Mexico.

America. In the past five years, our faculty have led six study abroad programs to Cuba, México, Ecuador, and the Dominican Republic.

- Justicia en Nuestra América (JUNAM) Program, funded by a Title VI grant from the International and Foreign Language Education Program of the U.S. Department of Education has provided since 2014 support for campus lectures on Latin American issues, internship opportunities, and study abroad grants to students.
- The Rossana Rosado Fellows Program (RFP) provides financial support to students in the LLS major and minor as well as the opportunity to engage in unique internship opportunities and course credit. RFP also offers “opportunity grants” for LLS majors and minors who demonstrate an urgent financial need.
- The department has played a leadership role in supporting undocumented students at the college over time, but most particularly in response to the urgent needs that have arisen over the last two years. Our faculty has engaged in comprehensive programming for DACA, other undocumented students and students from mixed status families. In collaboration with SASP, LLS faculty worked on developing an information/resource website for undocumented students, (b) co-hosted an Immigrant Resource Day, (c) co-sponsored regular Pizza Mondays, (d) supported at least six (6) Know Your Rights presentations on campus, and (e) from November 2016 to June 2017 coordinated legal screenings/support for approximately 24 John Jay immigrant students and families, resulting in at least 6 cases (20%) that qualify for some form of legal relief.<sup>31</sup> (According to findings published in the *Journal on Migration and Human Security* in 2014, as many as 14.3% of persons eligible for DACA were also found to be eligible for some other form of immigration relief. Among the students we served thus far, the percentage eligible for another form of legal relief was higher.) The LLS Department has continued to make legal screening available, and as of October 2017, an estimated total of 40 students, not including close relatives, have been screened and/or were assisted with DACA applications.
- La Voz, a student-run club that sponsors events and an online newsletter in collaboration with the LLS Department. This collaboration has led to the co-sponsoring of many events—e.g., co-hosting guest speakers, films and cultural events. These events are not only relevant to the study of Latin America and Latina/os in the United States and enhance the academic experience of our student body, they reinforce

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<sup>31</sup> It is worth noting that one undocumented parent screened had an urgent medical condition that required a transplant, but the parent was uninsured. This family medical crisis was jeopardizing our student’s academic performance. The screening uncovered that the parent was eligible to apply for a green card, and thus eligible for insurance to pay for the transplant, which was previously denied because of the parent’s immigration status.

a sense that of identity and self-esteem an disrupt the messages that they do not belong in institutions of higher education.

- Consistent with other best practices, the department has been committed to introducing and engaging our students in academic research conferences. Our faculty have organized LLS students to present at the Inter-University Program for Latino Research Conference held this past May 2017 at the University of Texas, San Antonio; the Latina/o Studies Association Conference in July of 2016 in Pasadena California; and the Inter-University Program for Latino Research Conference April 2015 at the University of Notre Dame.

We are proud of these programs and we gladly commit our time to them. But that a small academic department finds it necessary to take on such a large number of obligations with the limited support we receive from the College, or are able to generate ourselves from external sources, is a reflection of an institutional vacuum that we see ourselves obliged to fill for the benefit of our students.

### **Proposals for Developing an HSI Institutional Culture at John Jay College**

Below are the courses of action our Department recommends for realizing John Jay College's potential as a true Hispanic-Serving Institution:

1. Undertake an aggressive recruitment, hiring, and retention program to increase the representation of the following "institutional agents" in our College community:
  - a. Latina/o administrators at all levels of decision-making, especially at the executive level and Latina/o faculty in all ranks.
  - b. Administrators, faculty and staff with experience at different levels in other existing Hispanic-Serving Institutions who can bring to the College an operational understanding of how HSIs should function in order to serve Latina/o students.
  - c. Faculty and staff with credentials and established experience in developing high quality curricula and pedagogy relevant to students at existing HSIs.

Recruitment efforts should especially target faculty and recent graduates from other Hispanic-Serving Institutions across the country, especially those in areas where there are large concentrations of Latina/os. A cursory review of where John Jay faculty obtained degrees shows a predominance of graduates from programs in the Tri-State Area where there are relatively few HSIs with graduate degree programs. The bulk of HSIs are in the West and Southwest U.S., as well as Puerto Rico. In addition to broadening the scope of faculty searches, an institutional commitment to innovative

strategies, including but not limited to “target of opportunity” hires, should be employed.

2. Avoid “ghettoization” of curricula, programs, activities, and support services so that institutional structures intended to serve Latina/o students are mainstreamed into the work of every Division of the College. Examples:
  - a. Offering courses with Latina/o-relevant content in most Departments where such courses are appropriate. As much as we would like our Department to have the strategic advantage of monopolizing the offering of courses with Latina/o content, the ideal model for an HSI is to not concentrate all those courses in one small department, but to offer students a broader exposure to curricula that are relevant to their history and identity. The LLS Department is ready to cooperate with any Department that wishes to expand its offerings to Latino/a-relevant content that complements and expands what our small Department can offer.
  - b. Avoid treating student activities directed at Latina/o students as exceptional and separate cases in student programming. Illustratively, in an HSI the concept of “Hispanic Heritage Month” rightly loses some of its meaning. In an HSI, programming relevant to Latina/o students should take place year-round and be among the top priorities for the allocation of resources for such activities.
3. Provide informational and marketing materials, as well as programming, in Spanish targeting parents of students and prospective students. Apart from enhancing our ability to communicate effectively with an important constituency of the College, producing materials and programming in Spanish would signal the institution’s disposition to be welcoming and supporting of Latina/o students. Examples include:
  - a. Webpages in Spanish on the John Jay website with information on the College, especially regarding admissions and financial aid.
  - b. Marketing materials, including public advertising, in Spanish intended to recruit Latina/o applicants to the College.
  - c. Spanish-language sessions for parents, conducted by Spanish-fluent faculty and staff, during Open House and Orientation. Our faculty, at our initiative, has been conducting for several years such sessions during Open House, with great turnout. Our offers to conduct Spanish-language sessions aimed to parents during Orientation, unfortunately, have not been accepted.

- d. Support programs and information sessions that discuss “pathways to graduation” for students and their parents. Education for Latina/os is typically a family affair and family events of this type that our department has hosted or co-hosted have had an impact on students’ ability to succeed and receive support from family and friends unfamiliar with the college experience.
4. Coordinate and implement prompt, substantive, and effective institutional responses to support Latina/o students in the current era of crises and uncertainties. Most of our Latina/o students are immigrants or children of immigrants and have unique needs that an HSI should feel obligated to address. The election and subsequent rhetoric and actions leading up to and including the rescission of DACA provide the latest example.
5. Micro-aggressions, implicit biases and various forms of marginalization that devalue or demean students and faculty of color need to be addressed. Examples at the college abound. The following are just a few:
  - Lamenting “if we only had better students” conveys a message that our current student population is inferior, uneducable, unworthy, or “less than.”
  - The failure to mention that John Jay is an HSI in job announcements is misleading to applicants and seemingly imputes shame of the students accepted to the college.
  - Discussions about HSI status are relegated frequently to segregated spaces and it is an issue too often not perceived as an institutional issue, contributing to balkanization and hindering the adoption of an HSI identity campus-wide.
  - Speakers invited to campus for faculty development or diversity issues are rarely HSI experts. Practices at private, elite colleges and universities tend invariably to be presented as the models to emulate—institutions with resources and profiles that are not comparable to our college. Presenting successful practices at HSIs never seems to be a consideration.

## Conclusion

What it means for John Jay College to be a Hispanic Serving Institution is not a new question. Latina/os have been a significant segment of the student population since the mid-1980s—a population that the college relies on as a steady source of revenue and for millions of federal dollars in Hispanic Serving Institution grants. Yet, the question of what HSI status means still surfaces, directly or indirectly, in numerous ways in discussions and reports on diversity, Latina/o student retention reports and strategic plans.<sup>32</sup> Those most empowered to provide

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<sup>32</sup> In 2011, Dr. Anne Lopes, then Dean of Undergraduate Studies, convened a group of Undergraduate Studies Directors to address the issue of Latina/o retention at the college, which later was reconstituted as a committee responsible for issuing a report by 2012, attached herein as Appendix A, the “Report of the Latino/a Retention Initiative Committee.” On or about the fall semester of 2013, a document submitted by Silvia Montalban, Assistant Counsel and Director of Compliance and Diversity, was issued, titled “Faculty Diversity Strategic Plan, Fall 2013-Spring 2018” (Appendix B). In spite of these reports and the adoption of 2020 Strategic Plan that commits the college to enhancing its identity as an HSI (see [http://www.jjay.cuny.edu/sites/default/files/About\\_Us/Leadership/John\\_Jay\\_Strategic\\_Plan\\_brochure.pdf](http://www.jjay.cuny.edu/sites/default/files/About_Us/Leadership/John_Jay_Strategic_Plan_brochure.pdf)),

leadership on this subject—senior administrators—seemingly have been among the individuals least capable of defining, explaining, and providing direction on the issue. Instead, diversity, the recruitment and retention of faculty of color, and the college’s identity as a Hispanic-Serving Institution have repeatedly been referred to various committees, working groups, and initiatives to deliberate, produce reports, and issue recommendations—all of which ostensibly have generated nominal change. Indeed, if the COACHE Working Group Report of 2016 and the Chronicle of Higher Education survey of “Great Colleges to Work For” are any indication, the state of faculty of color has worsened, not improved.<sup>33</sup>

In 2017, whether the proposals outlined in this Paper or whether the recommendations made in past reports are ever implemented may rest largely on how well the leadership of the college can lead by example. Faculty buy-in on diversity hiring and John Jay’s Hispanic-Serving Institution identity will likely fail if those changes are not embraced and implemented at the upper echelons of the college’s administration. The ability to articulate what it means to be a HSI and to impart a vision of the college at the highest levels that moves the college forward on this issue is what is needed at this point in the college’s history.

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the college, apparently, is bewildered about how to address the issue of diversity and its HSI identity. It has been observed that the inability of colleges and universities to take adequate steps to address “diversity” over time is a source of ongoing exasperation for Latina/o faculty and other faculty of color, who often bear a disproportionate burden on campuses where such questions remain unresolved. See, e.g., Salvador Vidal-Ortiz, A scholar describes his rage about 'diversity work' on campuses (essay), *Inside Higher Ed*, September 22, 2017, <https://www.insidehighered.com/advice/2017/09/22/scholar-describes-his-rage-about-diversity-work-campuses-essay?width=775&height=500&iframe=true>.

<sup>33</sup> The COACHE Working Group Report of 2016 (attached as Appendix C) reported that faculty of color engage in many forms of “hidden” service, including student mentoring and advising, that is rarely recognized or adequately compensated. The Chronicle of Higher Education survey of “Great Colleges to Work For” (Appendix D) presents a grim picture of a college where overall conditions for faculty appear to have declined steadily from 2013 to 2016.