FORGING A PATHWAY TO EQUITY

IN THE PROFESSORIATE:

Lessons from the Hispanic Serving Institutions (HSI) Pathways Program

Marybeth Gasman, Andrés Castro Samayoa, and Andrew Martinez

RUTGERS Graduate School of Education

Center for MSIs

CMSI.GSE.RUTGERS.EDU

INTRODUCTION

Over the past four decades, the population of college undergraduates has changed significantly, with increases across most racial and ethnic groups. Black student enrollment has increased from 10% to 14%, Asian American and Pacific Islander enrollment from 2% to 7%, Native American enrollment from 0.7% to 0.8%, and for our purposes in this report, Latinx student enrollment has increased from 4% to 18% (NCES, 2019). Even at the nation's most selective, research institutions, the percentage of undergraduate students of color has increased substantially. Yet, colleges and universities have not demonstrated this same commitment to diversifying the professoriate (Gasman, 2016; Gasman, 2022).

This report is focused on seeing Hispanic Serving Institutions (HSIs) as viable pathways to Ph.D. programs in the humanities, and eventually the professoriate. All too often, we hear colleges and universities – recruiting for Ph.D. programs and faculty positions – complaining that Latinx candidates are not in the pipeline without considering that institutions can build a pipeline or pathway themselves. Given that 67% of Latinx undergraduates are enrolled at HSIs (Excelencia, 2021), to ignore their role in producing future faculty is negligent.

Hispanic Serving Institutions: What Are They?

Hispanic Serving Institutions are federally defined as accredited two-year or four-year, nonprofit institutions of higher education that enroll at least 25% full-time Latinx students (using the Hispanic ethnic marker in federal reporting). Those colleges and universities that meet this definition are eligible for both Title III and Title V funding made available through the Higher Education Act. Title III funds are focused on increasing the number of Latinx students earning STEM degrees and improving transfer and articulation agreements between two-year and four-year colleges and universities for STEM. Title V funding aids HSIs in the advancement and expansion of educational opportunities related to the improvement of degree attainment, with a focus on supporting Latinx students.

Special thanks to the Andrew W. Mellon Foundation for their support and funding of the HSI Pathways to the Professoriate Program and this research report.

A Snapshot of the Current Professoriate in the United States

Efforts to increase the representation of Latinx[1] faculty across the nation need our collective attention. Currently, 69% of full-time faculty (of all genders) are White and 53% are men (of all races and ethnicities). The professoriate in the United States continues to lag in its representation of the nation's diversity, even with regular public statements by higher education leaders claiming their commitments to diversity and equity at all levels.

Despite such a chronic lag in enhanced representation, we have witnessed some progress in the racial and ethnic diversification of the professoriate. As Table 1 shows, the proportion of faculty of color at the assistant professor level is comparatively larger than that of more senior faculty members. For example, Latinx assistant professors represent 1.1% of all faculty in the nation, whereas Latinx full professors account for 0.8% of all faculty.

> *Latinx faculty across all levels represent 5% of faculty in the United States.*

Latinx faculty across all levels represent 5% of faculty in the United States. The larger representation of Latinx assistant professors points to a modest widening of representation for Latinx faculty. Conversely, White assistant professors and full professors represent 14% and 17%, respectively, of all faculty; the larger proportion of White full professors suggests an inverse trajectory for White faculty than that of Latinx faculty. However, when considering how White faculty represent 69% of all U.S. faculty, solely relying on proportional gains does not address the broader picture; our work to diversify the professoriate requires us to invest in outsized efforts that focus on faculty of color.

TABLE 1

Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2018

	Total		White		Black		Latinx		Asian	
Total	832,119	100%	572,586	69%	45,748	5.5%	41,403	5.0%	84,806	10%
Professors	185,758	22%	145,207	17%	7,005	0.8%	6,826	0.8%	19,529	2.3%
Associate professors	159,135		114,804		9,196		7,684		18,451	
Assistant professors	181,239	22%	115,381	14%	11,628	1.4%	8,913	1.1%	21,137	2.5%
Instructors	98,798		70,171		7,225		7,885		5,885	
Lecturers	44,969		32,808		2,120		2,986		2,936	
Other faculty	162,220		94,215		8,574		7,109		16,868	
Males (all ranks)	443,589	53%	304,009	37%	19,351	2.3%	20,621	2.5%	48,872	5.9%
Females (all ranks)	388,530	47%	268,577	32%	26,397	3.2%	20,782	2.5%	35,934	4.3%

[1] As Ed Morales (2020) notes, Latinx has emerged as a neologism to address the binary assumptions laden within Latino/a categorizations and recognize the "wide variety of racial, national, and even gender-based," identities conveyed through pan-ethnic signifiers (p. 5). We adopt this naming convention throughout this report in recognition of the plurality of identities highlighted by the participants of the HSI Pathways program.

TABLE 1

Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2018

	Pacific Islander		American Indian/ Alaska Native		Two or more races		Race/ethnicity unknown		Non-resident alien	
Total	1,229	0.1%	3,413	0.4%	8,342	1.0%	25,180	3.0%	49,412	5.9%
Professors	200	0.0%	606	0.1%	1,238	0.1%	3,107	0.4%	2,040	0.2%
Associate professors	245		578		1,309		3,686		3,182	
Assistant professors	271	0.0%	663	0.1%	2,210	0.3%	7,591	0.9%	13,445	1.6%
Instructors	280		786		1,266		3,480		1,820	
Lecturers	39		162		547		1,594		1,777	
Other faculty	194		618		1,772		5,722		27,148	
Males (all ranks)	635	0.1%	1,617	0.0%	3,705	0.4%	13,352	0.0%	31,427	3.8%
Females (all ranks)	594	0.1%	1,796	0.0%	4,637	0.6%	11,828	0.0%	17,985	2.2%

Note: Only instructional faculty were classified by academic rank. Primarily research and public service faculty, as well as faculty without ranks, appear under "other faculty."

Note: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Latinx ethnicity.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019 Human Resources component, Fall Staff section (Modified from Table 315.20 prepared by NCES on November 2019).

Representational parity for Latinx doctorate-holders continues to be a work in progress. In 2019, Latinx people represented 18% of the entire U.S. population, with 41% of them having some college experience in 2018, yet Latinx doctorate recipients, cumulatively, only represent 3% of all doctorates conferred since 1980 (Krogstad & Noe-Bustamante, 2020; see Table 2a/2b). The increase in doctoral degree attainment for Latinx students between 1980 and 2018 was 427% across all fields, from 490 degrees in 1980 to 2,582 in 2018 (see Table 2a/2b). In large part, however, this is because of the expansion of doctoral conferrals across all institutions. In the same time frame, the total number of doctorates has increased from 31,019 to 55,195, a 78% increase.

Latinx doctorate recipients in all fields accounted for 4.7% of the over 55,000 degrees conferred in 2018 in the United States (see Table 2a/2b). This statistic is only modestly higher for data specific to doctorates in the humanities, arts, and social sciences. Of the 14,044 humanities doctorates conferred in 2018, only 941 (6.7%) were awarded to Latinxs (see Table 3a/3b).

Along these lines, the gap in doctoral degree attainment between Latinx and White students attending highly selective doctoral degree-granting institutions is particularly wide and persistent (Gasman, 2022). Notably, in 2019, Latinx students made up only 5% of doctoral degree recipients at Association of American Universities (AAU) institutions in all fields (IPEDS, 2019). This statistic is especially important because research suggests that individuals attending highly selective, Research 1 graduate programs may be more likely to enter academe and to become faculty members (Clauset, et al., 2015; Gasman, 2022; Gasman, 2008; Hoffer et al., 2007).

Latinx doctorate recipients in all fields accounted for 4.7% of the over 55,000 degrees conferred in 2018 in the United States

In summary, data suggest that the increase in Latinx students receiving doctoral degrees has furthered the academy's opportunities to diversify given a larger pool of eligible candidates for faculty opportunities. Despite the consistent, albeit modest, progress in the number of Latinx students receiving doctoral degrees, challenges remain in converting these students into faculty members. Research points to the importance of the quality of the doctoral student experience in shaping aspirations and qualifications for the professoriate (Myers & Turner, 2004; Posselt, 2016), as well as the decreased number of full-time faculty opportunities in higher education writ large (Kezar et al., 2019).

HSI Pathways to the Professoriate Program Goals

To **CREATE** a strong, plentiful pathway to graduate school for Latinx students that can expand over time.

To **CONNECT** cohorts of faculty members across institutions with a common goal: transforming the faculty landscape in the humanities.

To **DEVELOP** rich mentoring opportunities for faculty and students across and within partner institutions.

To **PROMOTE** diversity in doctoral programs at major research institutions.

To **INCREASE** exposure to graduate school opportunities for Latinx students at participating Hispanic Serving Institutions.

To **PROVIDE** opportunities for institutions to enact and support their commitment to racial equity.

TABLE 2A

Conferral of Doctorates In All Fields by Year, Race, and Ethnicity, 1980-2018

Year	Total	Latinx		American Indian or Alaska Native		Asian		Black	
2018	55,195	2,582	4.7%	115	0.2%	3,305	6.0%	2,456	4.4%
2017	54,559	2,537	4.7%	109	0.2%	3,499	6.4%	2,399	4.4%
2016	54,798	2,548	4.6%	128	0.2%	3,082	5.6%	2,358	4.3%
2015	54,889	2,448	4.5%	131	0.2%	3,073	5.6%	2,275	4.1%
2014	53,989	2,190	4.1%	103	0.2%	2,881	5.3%	2,172	4.0%
2013	52,703	2,135	4.1%	119	0.2%	2,892	5.5%	2,172	4.1%
2012	50,943	2,144	4.2%	104	0.2%	2,943	5.8%	2,055	4.0%
2011	48,910	1,989	4.1%	127	0.3%	2,832	5.8%	1,899	3.9%
2010	48,028	1,842	3.8%	117	0.2%	2,738	5.7%	1,939	4.0%
2009	49,552	1,880	3.8%	132	0.3%	2,612	5.3%	2,168	4.4%
2008	48,776	1,773	3.6%	115	0.2%	2,507	5.1%	1,961	4.0%
2007	48,132	1,655	3.4%	140	0.3%	2,308	4.8%	1,891	3.9%
2006	45,620	1,532	3.4%	113	0.2%	2,391	5.2%	1,789	3.9%
2005	43,385	1,435	3.3%	137	0.3%	2,155	5.0%	1,741	4.0%
2004	42,122	1,302	3.1%	125	0.3%	2,022	4.8%	1,897	4.5%
2003	40,762	1,435	3.5%	136	0.3%	2,033	5.0%	1,723	4.2%
2002	40,031	1,370	3.4%	142	0.4%	2,091	5.2%	1,666	4.2%
2001	40,744	1,266	3.1%	142	0.3%	2,134	5.2%	1,640	4.0%
2000	41,369	1,310	3.2%	169	0.4%	2,274	5.5%	1,749	4.2%
1999	41,100	1,328	3.2%	214	0.5%	2,497	6.1%	1,765	4.3%
1998	42,636	1,332	3.1%	190	0.4%	2,728	6.4%	1,603	3.8%
1997	42,539	1,203	2.8%	167	0.4%	3,109	7.3%	1,476	3.5%
1996	42,437	1,115	2.6%	186	0.4%	3,674	8.7%	1,446	3.4%
1995	41,747	1,065	2.6%	147	0.4%	4,297	10.3%	1,461	3.5%
1994	41,034	1,031	2.5%	142	0.3%	3,534	8.6%	1,277	3.1%
1993	39,800	974	2.4%	120	0.3%	2,005	5.0%	1,278	3.2%
1992	38,886	909	2.3%	149	0.4%	1,755	4.5%	1,109	2.9%
1991	37,530	869	2.3%	132	0.4%	1,529	4.1%	1,166	3.1%
1990	36,065	840	2.3%	96	0.3%	1,306	3.6%	1,048	2.9%
1989	34,325	696	2.0%	94	0.3%	1,262	3.7%	963	2.8%
1988	33,497	694	2.1%	94	0.3%	1,235	3.7%	965	2.9%
1987	32,365	709	2.2%	115	0.4%	1,169	3.6%	908	2.8%
1986	31,897	679	2.1%	99	0.3%	1,058	3.3%	950	3.0%
1985	31,295	635	2.0%	96	0.3%	1,069	3.4%	1,042	3.3%
1984	31,334	606	1.9%	74	0.2%	1,021	3.3%	1,057	3.4%
1983	31,280	611	2.0%	82	0.3%	1,043	3.3%	1,009	3.2%
1982	31,108	615	2.0%	77	0.2%	1,007	3.2%	1,150	3.7%
1981	31,355	530	1.7%	85	0.3%	1,071	3.4%	1,109	3.5%
1980	31,019	490	1.6%	75	0.2%	1,095	3.5%	1,094	3.5%

TABLE 2B

Conferral of Doctorates In All Fields by Year, Race, and Ethnicity, 1980-2018

Year	White		More than one race		Other race or race not reported		Ethnicity not reported		Ethnicity/Race suppressed	
2018	24,951	45.2%	1,102	2.0%	371	0.7%	522	0.9%	19,791	35.9%
2017	24,846	45.5%	1,015	1.9%	471	0.9%	862	1.6%	18,821	34.5%
2016	25,497	46.5%	1,033	1.9%	272	0.5%	753	1.4%	19,127	34.9%
2015	25,375	46.2%	903	1.6%	249	0.5%	617	1.1%	19,818	36.1%
2014	24,830	46.0%	879	1.6%	272	0.5%	677	1.3%	19,985	37.0%
2013	24,749	47.0%	858	1.6%	279	0.5%	760	1.4%	18,739	35.6%
2012	24,010	47.1%	807	1.6%	293	0.6%	625	1.2%	17,962	35.3%
2011	23,278	47.6%	722	1.5%	248	0.5%	630	1.3%	17,185	35.1%
2010	23,100	48.1%	654	1.4%	272	0.6%	940	2.0%	16,426	34.2%
2009	23,616	47.7%	646	1.3%	338	0.7%	935	1.9%	17,225	34.8%
2008	22,835	46.8%	506	1.0%	343	0.7%	804	1.6%	17,932	36.8%
2007	22,067	45.8%	505	1.0%	304	0.6%	631	1.3%	18,631	38.7%
2006	21,923	48.1%	464	1.0%	287	0.6%	529	1.2%	16,592	36.4%
2005	21,208	48.9%	395	0.9%	306	0.7%	568	1.3%	15,440	35.6%
2004	21,011	49.9%	386	0.9%	402	1.0%	895	2.1%	14,082	33.4%
2003	21,162	51.9%	363	0.9%	354	0.9%	964	2.4%	12,592	30.9%
2002	21,035	52.5%	269	0.7%	387	1.0%	777	1.9%	12,294	30.7%
2001	22,179	54.4%	301	0.7%	355	0.9%	877	2.2%	11,850	29.1%
2000	23,714	57.3%	111	0.3%	259	0.6%	366	0.9%	11,417	27.6%
1999	23,901	58.2%	101	0.2%	251	0.6%	255	0.6%	10,788	26.2%
1998	24,284	57.0%	52	0.1%	364	0.9%	651	1.5%	11,432	26.8%
1997	23,964	56.3%	32	0.1%	477	1.1%	669	1.6%	11,442	26.9%
1996	24,668	58.1%	79	0.2%	113	0.3%	267	0.6%	10,889	25.7%
1995	24,683	59.1%	63	0.2%	107	0.3%	239	0.6%	9,685	23.2%
1994	24,574	59.9%	39	0.1%	75	0.2%	232	0.6%	10,130	24.7%
1993	24,040	60.4%	36	0.1%	99	0.2%	170	0.4%	11,078	27.8%
1992	23,626	60.8%	26	0.1%	125	0.3%	306	0.8%	10,881	28.0%
1991	23,184	61.8%	8	0.0%	119	0.3%	430	1.1%	10,093	26.9%
1990	22,878	63.4%	10	0.0%	122	0.3%	319	0.9%	9,446	26.2%
1989	21,576	62.9%	11	0.0%	118	0.3%	337	1.0%	9,268	27.0%
1988	21,461	64.1%	9	0.0%	130	0.4%	344	1.0%	8,565	25.6%
1987	21,121	65.3%	9	0.0%	127	0.4%	427	1.3%	7,780	24.0%
1986	21,235	66.6%	18	0.1%	132	0.4%	370	1.2%	7,356	23.1%
1985	21,308	68.1%	9	0.0%	84	0.3%	468	1.5%	6,584	21.0%
1984	21,889	69.9%	19	0.1%	94	0.3%	536	1.7%	6,038	19.3%
1983	22,288	71.3%	-	-	94	0.3%	571	1.8%	5,582	17.8%
1982	22,185	71.3%	-	-	60	0.2%	595	1.9%	5,419	17.4%
1981	22,478	71.7%	10	0.0%	-	-	1,079	3.4%	4,993	15.9%
1980	22,435	72.3%	51	0.2%	-	-	1,292	4.2%	4,487	14.5%

Source: National Center for Science and Engineering Statistics, Survey of Earned Doctorates.

TABLE 3A

Conferral of Doctorates in Humanities, Arts, & Social Sciences by Year, Race, and Ethnicity, 1980-2018

Year	Total	Latinx		American Indian or Alaska Native		Asian		Black	
2018	14,044	941	6.7%	46	0.3%	676	4.8%	729	5.2%
2017	14,322	880	6.1%	41	0.3%	713	5.0%	680	4.7%
2016	14,515	900	6.2%	49	0.3%	608	4.2%	660	4.5%
2015	14,669	861	5.9%	56	0.4%	639	4.4%	671	4.6%
2014	14,275	775	5.4%	42	0.3%	592	4.1%	594	4.2%
2013	14,295	787	5.5%	50	0.3%	599	4.2%	637	4.5%
2012	14,059	873	6.2%	33	0.2%	643	4.6%	551	3.9%
2011	13,446	790	5.9%	46	0.3%	594	4.4%	555	4.1%
2010	12,897	655	5.1%	52	0.4%	553	4.3%	520	4.0%
2009	12,849	664	5.2%	38	0.3%	557	4.3%	538	4.2%
2008	12,371	642	5.2%	33	0.3%	512	4.1%	511	4.1%
2007	12,394	601	4.8%	51	0.4%	519	4.2%	495	4.0%
2006	12,563	611	4.9%	43	0.3%	562	4.5%	525	4.2%
2005	12,336	551	4.5%	54	0.4%	475	3.9%	491	4.0%
2004	12,403	513	4.1%	33	0.3%	520	4.2%	531	4.3%
2003	12,370	569	4.6%	51	0.4%	471	3.8%	484	3.9%
2002	12,222	564	4.6%	55	0.5%	462	3.8%	500	4.1%
2001	12,581	524	4.2%	54	0.4%	476	3.8%	494	3.9%
2000	12,914	526	4.1%	61	0.5%	508	3.9%	537	4.2%
1999	12,662	535	4.2%	84	0.7%	529	4.2%	527	4.2%
1998	12,741	524	4.1%	66	0.5%	530	4.2%	468	3.7%
1997	12,654	477	3.8%	55	0.4%	543	4.3%	457	3.6%
1996	12,149	448	3.7%	60	0.5%	568	4.7%	413	3.4%
1995	11,970	397	3.3%	51	0.4%	621	5.2%	405	3.4%
1994	11,618	375	3.2%	49	0.4%	518	4.5%	374	3.2%
1993	11,269	374	3.3%	33	0.3%	349	3.1%	360	3.2%
1992	10,949	337	3.1%	48	0.4%	302	2.8%	324	3.0%
1991	10,523	356	3.4%	31	0.3%	257	2.4%	365	3.5%
1990	10,185	332	3.3%	33	0.3%	230	2.3%	294	2.9%
1989	9,745	264	2.7%	27	0.3%	226	2.3%	281	2.9%
1988	9,587	263	2.7%	19	0.2%	218	2.3%	292	3.0%
1987	9,541	284	3.0%	35	0.4%	207	2.2%	253	2.7%
1986	9,593	256	2.7%	27	0.3%	179	1.9%	275	2.9%
1985	9,433	250	2.7%	26	0.3%	192	2.0%	283	3.0%
1984	9,675	251	2.6%	15	0.2%	182	1.9%	329	3.4%
1983	9,822	273	2.8%	19	0.2%	159	1.6%	283	2.9%
1982	9,610	263	2.7%	26	0.3%	183	1.9%	327	3.4%
1981	10,093	228	2.3%	24	0.2%	185	1.8%	296	2.9%
1980	9,921	212	2.1%	16	0.2%	217	2.2%	304	3.1%

TABLE 3B

Conferral of Doctorates in Humanities, Arts, & Social Sciences by Year, Race, and Ethnicity, 1980-2018

Year	White		More than one race		Other race or race not reported		Ethnicity not reported		Ethnicity/Race suppressed	
2018	7,820	55.7%	365	2.6%	105	0.7%	172	1.2%	3,190	22.7%
2017	8,099	56.5%	321	2.2%	145	1.0%	264	1.8%	3,179	22.2%
2016	8,350	57.5%	330	2.3%	100	0.7%	248	1.7%	3,270	22.5%
2015	8,345	56.9%	303	2.1%	95	0.6%	193	1.3%	3,506	23.9%
2014	8,173	57.3%	290	2.0%	80	0.6%	205	1.4%	3,524	24.7%
2013	8,243	57.7%	310	2.2%	87	0.6%	286	2.0%	3,296	23.1%
2012	8,033	57.1%	289	2.1%	94	0.7%	237	1.7%	3,306	23.5%
2011	7,708	57.3%	240	1.8%	77	0.6%	251	1.9%	3,185	23.7%
2010	7,432	57.6%	233	1.8%	93	0.7%	294	2.3%	3,065	23.8%
2009	7,220	56.2%	232	1.8%	116	0.9%	242	1.9%	3,242	25.2%
2008	7,052	57.0%	197	1.6%	112	0.9%	273	2.2%	3,039	24.6%
2007	6,987	56.4%	189	1.5%	93	0.8%	231	1.9%	3,228	26.0%
2006	7,386	58.8%	195	1.6%	94	0.7%	205	1.6%	2,942	23.4%
2005	7,217	58.5%	158	1.3%	109	0.9%	233	1.9%	3,048	24.7%
2004	7,404	59.7%	144	1.2%	136	1.1%	299	2.4%	2,823	22.8%
2003	7,561	61.1%	138	1.1%	146	1.2%	298	2.4%	2,652	21.4%
2002	7,594	62.1%	118	1.0%	139	1.1%	251	2.1%	2,539	20.8%
2001	8,011	63.7%	120	1.0%	153	1.2%	312	2.5%	2,437	19.4%
2000	8,623	66.8%	42	0.3%	115	0.9%	122	0.9%	2,380	18.4%
1999	8,531	67.4%	46	0.4%	82	0.6%	89	0.7%	2,239	17.7%
1998	8,447	66.3%	22	0.2%	128	1.0%	238	1.9%	2,318	18.2%
1997	8,284	65.5%	14	0.1%	188	1.5%	230	1.8%	2,406	19.0%
1996	8,458	69.6%	35	0.3%	34	0.3%	79	0.7%	2,054	16.9%
1995	8,404	70.2%	28	0.2%	35	0.3%	71	0.6%	1,958	16.4%
1994	8,194	70.5%	16	0.1%	28	0.2%	74	0.6%	1,990	17.1%
1993	8,041	71.4%	13	0.1%	34	0.3%	60	0.5%	2,005	17.8%
1992	7,781	71.1%	12	0.1%	36	0.3%	94	0.9%	2,015	18.4%
1991	7,511	71.4%	5	0.0%	30	0.3%	135	1.3%	1,833	17.4%
1990	7,418	72.8%	7	0.1%	39	0.4%	97	1.0%	1,735	17.0%
1989	6,734	69.1%	6	0.1%	33	0.3%	102	1.0%	2,072	21.3%
1988	6,832	71.3%	3	0.0%	44	0.5%	83	0.9%	1,833	19.1%
1987	6,833	71.6%	2	0.0%	39	0.4%	122	1.3%	1,766	18.5%
1986	6,992	72.9%	7	0.1%	41	0.4%	118	1.2%	1,698	17.7%
1985	7,075	75.0%	4	0.0%	31	0.3%	157	1.7%	1,415	15.0%
1984	7,302	75.5%	7	0.1%	33	0.3%	161	1.7%	1,395	14.4%
1983	7,590	77.3%	-	-	35	0.4%	204	2.1%	1,259	12.8%
1982	7,359	76.6%	-	-	12	0.1%	202	2.1%	1,238	12.9%
1981	7,843	77.7%	5	0.0%	-	-	351	3.5%	1,161	11.5%
1980	7,733	77.9%	19	0.2%	-	-	407	4.1%	1,013	10.2%

Source: National Center for Science and Engineering Statistics, Survey of Earned Doctorates.

Why HSI Pathways?

Having a diverse professoriate is essential to the education of the diverse student bodies boasted by the majority of colleges and universities across the nation. Research shows that students perform better when they are taught by a diverse, wide cross-section of professors and especially those with similar backgrounds and experiences (Gasman, 2009; Gasman & Nguyen, 2019; McGee, 2020). Currently, there are programs that prepare students for the professoriate that start during their undergraduate college experience, such as the Mellon Mays Undergraduate Fellowship and the McNair Scholars Program. There are also programs that provide undergraduate and master's students with assistance in their applications to doctoral programs, such as the Institute for Recruitment of Teachers. HSI Pathways represents a unique design amongst pre-doctoral programs given its emphasis on Hispanic Serving Institutions and explicit focus on supporting emergent scholars in the humanities and social sciences through cross-institutional collaborations. By studying other national programs, learning from them, and drawing upon their best practices, we developed a comprehensive program that accounts for both the academic and social components needed for students to succeed. HSI Pathways is an initiative that provides the necessary support for promising students to cultivate a community of colleagues during their undergraduate years and refine their assets to make the transition into doctoral programs with the intent of joining the professoriate.

> *Research shows that students perform better when they are taught by a diverse, wide cross-section of professors and especially those with similar backgrounds and experiences.*

The Role of Hispanic Serving Institutions

Hispanic Serving Institutions emerged in response to rapid demographic shifts in the nation and are defined by the federal government as institutions with at least 25% low-income Latinx students.[2] A number of these institutions eventually achieved a critical mass of Latinx students and began to embrace their new student bodies and focus much of their efforts on retaining, supporting, and graduating Latinx students (Garcia, 2019; Gasman et al. 2008; Lundy-Wagner, Vultaggio, & Gasman, 2013; Núñez et al., 2015). These institutions have experienced admirable results. In 2019, HSIs enrolled nearly 67% of all Latinx students (U.S. Department of Education, National Center for Educational Statistics, 2019). HSIs boast diverse faculties and staffs, provide environments that significantly enhance student learning and cultivate leadership skills, offer same-race role models, provide programs of study that challenge students, address deficiencies resulting from poor preparation in primary and secondary school, and prepare students to succeed in the workforce and in graduate and professional education.

HSIs have carved out a unique niche in the nation: primarily serving the needs of low-income, underrepresented Latinx students (Gasman, 2008; Conrad & Gasman, 2015). Moreover, more than half (51%) of all students enrolled at HSIs are Pell Grant recipients, compared with the national average of a third of all college students (National Center for Education Statistics, 2019). Students at HSIs are also more likely than those attending Predominantly White Institutions (PWIs) to have lower levels of academic preparation for college and are more apt to come from high-stress and high-poverty communities. Sixty-five percent of all HSI students are the first in their families to attend college, compared to only 35% of students attending PWIs. Put simply, for many students, HSIs are a gateway to higher education and beyond (Garcia, 2019; Gasman et al., 2008; Gasman, 2013; Núñez et al., 2015).

[2] Please note that though HSIs only became an official federal designation in 1992, there were three Hispanic Serving Institutions that were established in the 1970s with the express purpose of educating Latinx. These are Hostos Community College, Boricua College, and the former National Hispanic University.

Our Selected Partners

Based on their production of bachelor's degrees and geographical diversity, we selected three HSIs and five Majority Research Institutions (MRIs)[3] to partner with for the HSI Pathways program. Drawing attention to the geographic spread of Latinx communities in the nation was important in order to increase this initiative's potential regional impact amongst HSIs. Geographical diversity is important as it draws on the great ethnic diversity across the country and provides students from HSIs opportunities to apply to a wide range of research institutions. Our institutional partners include the following Hispanic Serving Institutions: Florida International University; The University of Texas at El Paso; and California State University, Northridge (See Table 4); and the following Majority Research Institutions: New York University; Northwestern University; University of California, Berkeley; University of California, Davis; and University of Pennsylvania (See Table 5).

TABLE 4

HSI Pathways Hispanic Serving Institution Partners

	Florida International University	California State University, Northridge	The University of Texas at El Paso
State	FL	CA	TX
Institutional Type	4-year public	4-year public	4-year public
Undergraduate Population	49,326	34,799	25,177
Latinxs Bachelor's in HHSS[4]	1,932	1,143	783
Latinxs Bachelor's as % of Total Bachelor's in HHSS	69%	33%	84%
6-yr Graduation Rate for Latinxs	64%	51%	37%
Average In-State Net Price	$9,888	$8,694	$7,259

[3] Majority Research Institution is a term that we created to represent the partners that are Predominantly White Institutions and research focused. We opted not to use "highly selective" or "R1" given that research is also the focus at some of the Hispanic Serving Institutions in the program.

[4] Denotes Humanities, Social Sciences and related fields. Based on degrees conferred in 2017-2018, National Center for Education Statistics, 2018.

TABLE 5

HSI Pathways Majority Research Institution Partners

	New York University	Northwestern University	University of California, Berkeley	University of California, Davis	University of Pennsylvania
State	NY	IL	CA	CA	PA
Institutional Type	4-year private	4-year private	4-year public	4-year public	4-year private
Graduate population	25,904	13,766	11,837	7,652	14,803

PROGRAMMATIC STRUCTURE

Students participating in HSI Pathways, whom we refer to as Fellows throughout this report, were selected through a competitive application process at each of the three participating HSIs. The selection process was collaboratively designed by institutional representatives from all HSIs, and used the following criteria: (a) overall GPA; (b) major GPA; (c) potential to thrive as future faculty; (d) articulation of the specific academic interests; (e) involvement in co-curricular activities supplementing their field of interest; and (f) potential to use HSI Pathways as a platform to transform their academic field. Upon acceptance, Fellows committed to making the HSI Pathways program a priority throughout their junior and senior years as well as the first year of their Ph.D. program.

Fellows are supported by a number of individuals and programs. An HSI Site Coordinator, in conjunction with a Graduate Coordinator on each MRI campus, works with Fellows to develop and ensure that their applications are complete, that they can secure housing if accepted, and that their financial support packages are adequate. The MRI Graduate Coordinators also ensure that Fellows know how to navigate the campus, are building social and networking skills, and are fully engaged in campus life. Below we provide more detail on the various roles and supports in the program:

HSI Faculty Mentors – An integral part of the HSI Pathways program, HSI Faculty Mentors work with the Fellows on the HSI campuses beginning in the second semester of their junior year and continue mentoring Fellows through their matriculation into Ph.D. programs. They guide Fellows in independent research, lead sessions during the HSI Pathways Summer Seminar, are active participants in on-campus programming, and assist the Fellows in their application process to graduate school. Faculty Mentors also participate in the Cross Institutional Conference in which Fellows present the research that they have completed since entering the program.

MRI Faculty Mentors – To help support Fellows apply to graduate school, MRI Faculty begin to work with Fellows at the beginning of their senior year and, in conjunction with the HSI Faculty Mentors, provide a sounding board for Fellows' research development and graduate application materials. Some MRI Faculty Mentors also participate in the HSI Pathways Summer Seminar, giving methodological presentations. MRI Faculty Mentors also participate in the Cross Institutional Conference.

HSI Site Coordinators – In order for the HSI Pathways program to succeed, each HSI has a part-time Site Coordinator responsible for HSI Pathways on their campus. Duties for this position include: coordinating the on-campus portion of the program; providing Fellows with support; planning Fellow programming; organizing faculty mentors; managing logistics; and collecting institutional data. HSI Site Coordinators also work hand-in-hand with the staff at the Center for Minority Serving Institutions to coordinate the Fellow selection process and the faculty mentor selection process. Lastly, they organize the intensive summer research program and the HSI Pathways Summer Seminar, in conjunction with the Center for Minority Serving Institutions.

MRI Graduate Coordinators – Each MRI has a Graduate Coordinator who serves as the main contact between the Center for Minority Serving Institutions, the HSIs, and the operation of the program on their campus. Duties for this position include: recruiting faculty to participate in the HSI Pathways Summer Seminar; assisting Fellows with their graduate school applications; and serving as a point of contact and advisor for Fellows (in addition to their faculty advisor) once Fellows matriculate to the MRIs.

The Role of the Center for Minority Serving Institutions

The Center for Minority Serving Institutions acts as a central coordinating unit for all aspects of the HSI Pathways program, a bridge between institutions, and conducts all research related to the program. Moreover, the Center for Minority Serving Institution's staff and researchers have a considerable understanding of the research pertaining to doctoral student education, Latinx students in higher education, faculty pipelines, and faculty careers.

HSI Pathways Summer Seminar

Fellows participated in the HSI Pathways Summer Seminar, which provided a rich exploration of research approaches drawn from humanistic methodologies and scientific inquiries focused on social domains. Additionally, Fellows were exposed to professional skills, including academic writing, graduate school application essay writing, and GRE preparation. During the summer program, Fellows worked with their mentors to begin a research project that they continued into their senior year. Three concurrent HSI Pathways Summer Seminars took place at each of the HSIs each year. At each of these Seminars, HSI Pathways Fellows received funds for meals and housing for six weeks. Additionally, each HSI Pathways Fellow received a stipend to ensure they were able to fully invest in their summer experience to successfully meet the five primary outcomes of the Seminars, which included: (a) understanding the application process for graduate school; (b) preparing for the GRE through in-person tutoring sessions; (c) attending a methodological seminar on the humanities and social sciences; (d) attending sessions on acclimating to graduate student culture and making a transition from an HSI to a PWI; and (e) learning about securing mentors and support during graduate school. The specific details of the summer research program were co-constructed by all of the partner institutions during a convening of the partners.

Post-Graduate Fellowship

In order to support Fellows' research, we provide a portable seed grant that Fellows can use to jumpstart their research, which they continue either at their HSI or at the institution where they will continue their graduate study. These seed grants are available only for Fellows during the summer preceding their first fall semester of graduate school (therefore, they are contingent on the Fellow's admission and enrollment to a graduate school program). Of note, not all of the Fellows enrolled at one of the five partner MRIs; our goal is to have all Fellows accepted into a Ph.D. program that is best tailored for their needs. HSI Pathways is meant to build introductory connections with faculty members at MRIs and offer comprehensive support throughout their application process; however, it is not an endorsement or special consideration for their applications at the five partner MRIs. If Fellows are unsuccessful in their applications to graduate school, the post-graduate fellowship becomes available upon admission to a graduate program (e.g., the following summer, if they re-apply to graduate schools and gain admission). Fellows are expected to apply for the seed grants through an application process, submit an article to the peer-reviewed *Pathways: A Journal of Humanistic and Social Inquiry* (the official journal of HSI Pathways), and to maintain communication with their mentors and HSI Site Coordinator as well as the Center for Minority Serving Institutions during the post-graduate fellowship period.

Cross Institutional Conference

The Cross Institutional Conference is an opportunity for the HSI Pathways Fellows to present the original research they began during the HSI Pathways Summer Seminar to HSI Pathways faculty mentors, coordinators, and graduate students across the nation. This national conference brings together all partners in the program to celebrate the success of HSI Pathways Fellows. All attendees engage in professional and academic development sessions about maintaining a research agenda, navigating academia, teaching, and publishing. Former cohorts of the HSI Pathways program return to this conference to mentor current HSI Pathways Fellows and lead programming related to being in graduate school and navigating doctoral programs.

MRI Graduate Program Visits

In partnership with the MRI Graduate Coordinators, all HSI Pathways Fellows had the opportunity to participate in three MRI Graduate Program Visits: (1) a West Coast program visit to the University of California, Berkeley and the University of California, Davis; (2) an East Coast program visit to New York University and the University of Pennsylvania; and (3) a Midwest program visit to Northwestern University. In preparation for these program visits, Fellows worked with MRI Graduate Coordinators to meet specific faculty with whom they were interested in working. During the program visit, MRI graduate coordinators presented an overview of their graduate application process and provided opportunities for Fellows to meet with faculty mentors, network with current graduate students, participate in campus tours, and learn more about the surrounding community.

Research Approach

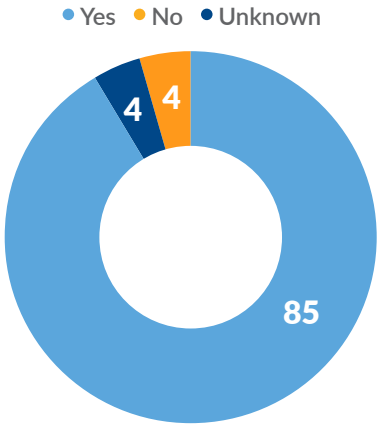
The HSI Pathways program provides an important research opportunity to better understand the pathways to Ph.D. programs for students graduating from Hispanic Serving Institutions. All 93 Fellows participated in multiple waves of interviews, beginning during the HSI Pathways Summer Seminar prior to their senior year. We asked questions related to their backgrounds, motives, aspirations, and expectations as they pertain to the program and graduate school. This information, coupled with their application materials and demographic surveys represented the first stage of data collection. We also interviewed the Fellows throughout their time in the program and through their first year of a Ph.D. program. Through these subsequent rounds of interviews, our team gathered information that was both formative to the program's assessment, but also illustrative of perspectives, experiences, roadblocks, supports, and lessons emerging from the Fellows. After completing the interviews, we had the audio recordings transcribed, coded the transcripts, and looked for emergent themes in the data. This report showcases many of the themes. In-depth work on these themes and others in the overall data set will also be the subject of peer-reviewed work in academic journals as well as a major, authored book.

Demographic Overview of HSI Pathways Fellows

GENDER IDENTITY

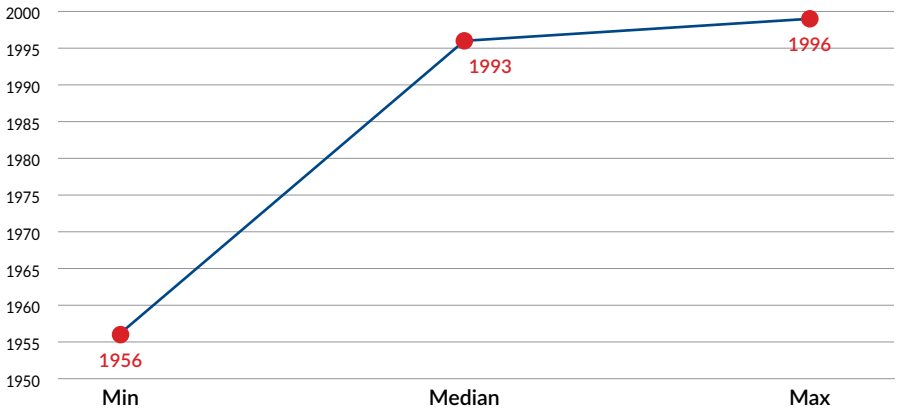
Women	63
Men	28
Non-binary	1
Agender	1

COMMUTER



Commute time:
Between 20 minutes and 1 hour

DATE OF BIRTH



RACE/ETHNICITY*

Latinx	67
Black	9
Asian	1
Middle Eastern	2
White	17
Multiethnic/Multiracial	87

PARENTS: 6

MEDIAN GPA: 3.75

FIRST GENERATION: 44

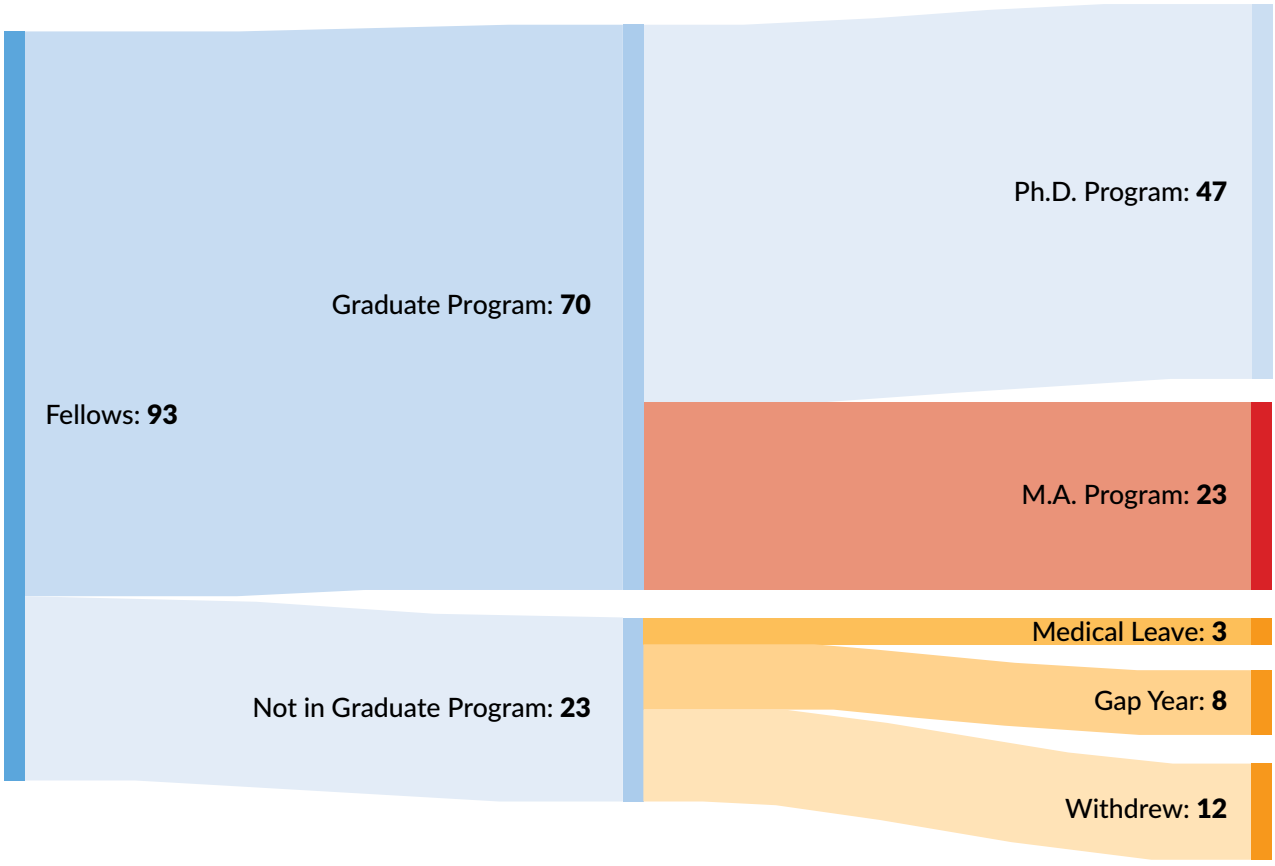
*Totals are greater than 93 given respondents' multiple answers. For example, some fellows identified as Hispanic and White or White and Mexican American.

Unlike most programs that rely on standardized race/ethnicity federal reporting guidelines from the U.S. Office of Management and Budget, our reporting of Fellows' ethnicities and races is less restrictive. Our broad summary is inclusive of Fellows who mentioned multiple racial and ethnic terms to describe themselves (thus adds to more than the total of 93 Fellows). Indeed, the overwhelming majority of Fellows understood themselves through multiple descriptors, from those who only used ethnonational demonyms (e.g., "Salvadoran & Guatemalan" or "Mexican-American") to those who underscored the inextricable nature of their race and their ethnonational origins to foreground their narratives of immigration into the United States ("Black, Cuban-American," as one Fellow stated). For other Fellows, their identities were meaningful ways to convey their understanding of themselves. Multiple Fellows explicitly rejected Hispanic and Latinx as categories of identity and instead explained how identifiers like "Xicana" or "Caribbean" more accurately represented them. Thus, our effort in describing a broad synthesis of Fellows' identities is to signal the overwhelming representation of identities that are largely underrepresented amongst academic ranks and the program's deliberate efforts in creating a community of emerging colleagues with diverse perspectives on their identities.

Graph 1 shows the cumulative trajectories of all HSI Fellows as of 2020. 70 of the 93 Fellows transitioned into graduate programs, with 47 enrolling in a Ph.D. program and 23 enrolling in an M.A.. It further disaggregates the status of the 23 Fellows who did not enroll in graduate program due to: medical leaves (3), gap years (8), or withdrawal from the program before its conclusion (12).

GRAPH 1

Visualizing HSI Fellows' Pathways



In the first three cycles of the HSI Pathways program, there were 443 applications to Ph.D. programs submitted by HSI Fellows.

312	44%	206	29%	194	27%
from CSUN	of doctoral applications	from FIU	of doctoral applications	from UTEP	of doctoral applications

Of these applications, 132 received admissions offers to doctoral programs.

93 from CSUN

CSUN accounts for **70%** of all doctoral offers in the program.

27 from FIU

FIU accounts for **19%** of all doctoral offers in the program.

12 from UTEP

UTEP accounts for **11%** of all doctoral offers in the program.

As of 2020, the fields with the most success in terms of offers of admission to doctoral programs were English (27), Sociology (26), and History (24).

CSUN

has received **20** for History, **11** for English, and **26** for Sociology

FIU

has received **14** for English

UTEP

has received **2** for English and **4** for History.

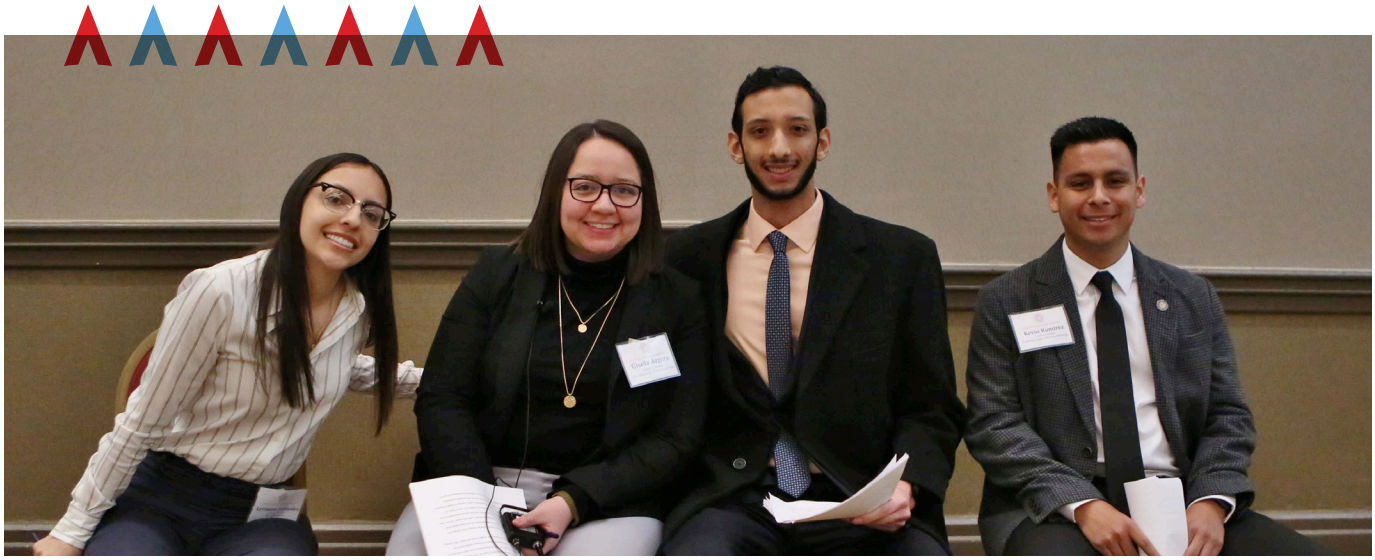
Insights from the HSI Pathways Fellows

FACULTY MENTORSHIP IS ESSENTIAL

A key component in the HSI Pathways program is faculty mentorship. The faculty mentors play an essential role in the pathway to the Ph.D. and provide support to their individual mentees. They provide a role model in real time for the faculty position and first-hand direction for how to succeed in a Ph.D. program and how to manage faculty life. According to one Fellow, "[my faculty mentor] worked with me really hard to, one, make sure that it was my work, and I really felt like that was respectable just because she always made sure that I completely did things on my own. She never once gave me the answers to things. She would guide my thoughts but never once actually gave me any information to put in my work. It was all my ideas. And I'm grateful for that because then you just feel confident about the fact that it's just your work and not somebody influencing you." Having the confidence that, as a student, one can produce important, original, and rigorous work is essential to success along the path to the Ph.D.

Faculty mentors explained that rejection is normal on the path to the Ph.D. In the words of one Fellow, "When I was telling [my mentor] about my rejections, he said, 'That's okay.' And he shared with me that he had applied to Ph.D. programs as well, and he got rejected from all of the programs he applied to except one, and that program didn't give him good funding, so he didn't accept and that he waited again, strengthened his materials and reapplied, and that's when he got accepted to one school, and it was a full ride. So, it was encouraging knowing that, that even a professor as good as him went through something like that, and I'm not the only one that doesn't get into programs. So, that's something I remembered." Having someone to normalize rejection aids in creating a foundation of resiliency, which is essential for success on the way to the professoriate and when holding a faculty position.

> *They provide a role model in real time for the faculty position and first-hand direction for how to succeed in a Ph.D. program and how to manage faculty life.*



COMMUNITY COLLEGES PROVIDE A FOUNDATION FOR LATINX STUDENTS

By virtue of their relatively affordable tuition rates and flexible entry requirements, community colleges recruit and educate students who may not have the financial resources or academic preparation to apply to other institutions (Hagedorn, 2004; Morest, 2013). Community colleges contribute to higher education equity by providing access to underrepresented students and helping them prepare for further education (Bailey & Morest, 2006). Of the 93 Fellows in the HSI Pathways program, 41 began their post-secondary education at community college. Considering that many of the Fellows in the program identify as Latinx, first-generation, low-income, and/or a non-traditional college student, many of them shared that community college was the logical choice for them because of its affordability and convenience. According to many of the Fellows, attending community college allowed them to continue their education beyond high school at an affordable price where they could continue to work and stay home with their family. HSI Pathways Fellows who began their post-secondary education at community college attribute their aspirations and motivation to pursue a career as a professor to the outstanding faculty support they received at their community college.

The stories Fellows shared about their community college faculty demonstrated that these professors taught their respective classes, but also served as a guide to students on how to graduate community college and seek out more education.

With regard to their experience in community college, one Fellow shared, "I didn't find a passion until I took my first sociology class in my second semester, and the teacher just blew me away…she made me see the world differently. She put terms to things I had experienced, that I had seen, that I had never thought of before. She taught me about using different lenses to look at the world, and that just opened up so many doors for me, and made me look at the world so differently, and so I knew that this was going to be my passion, that this was something I had to pursue, and I ended up putting in applications for several CSUs,[5] and I got accepted to all of them." Another Fellow expressed, "I had a sociology professor at my community college who actually mentored me to transfer out. I had no idea how to transfer out, I was just taking random classes… And then I was like I'm not going anywhere, and I think sometimes when you don't have a mentor, you feel like you're a sitting duck. You're just there floating. All of the other ducks are going in front of you, and you just feel like you're floating and you're just like I don't know exactly where I'm going or what I want. She made me feel better about not knowing what I wanted precisely, but she's like well you have to go in that direction." The community college faculty had modeled the type of professors the Fellows wanted to become, and remained a major source of motivation and support to not only continue on to earn a bachelor's degree, but to also learn more about graduate school and becoming a professor. The stories Fellows shared about their community college faculty demonstrated that these professors taught their respective classes, but also served as a guide to students on how to graduate community college and seek out more education.

[5] CSU refers to universities in the California State University System.

DEDICATED SUPPORT FOR GRADUATE SCHOOL ADMISSIONS IS VITAL

We found that an essential part of a pathway program is a dedicated coordinator who understands how the academy works and has the willingness to share the skills needed to navigate bureaucracy. Institutional bureaucracy was one of the most persistent and pervasive impediments to success for the HSI Pathways Fellows at both their home institutions (HSIs) and within potential or chosen Ph.D. programs. Dedicated coordinators provided community and year-round programming that served as both a support and inspiration to Fellows. Even more importantly, coordinators pushed through challenges for Fellows. Program coordinators affected institutional change in creative ways that demonstrated how supporting students extended beyond direct programming for Fellows. For example, one coordinator recognized how selection committees assessed applicants' intellectual breadth on the basis of course names on transcripts. Recognizing that the naming conventions employed at the coordinators' institutions did not convey Fellows' methodological training, the coordinator undertook the process of renaming courses by working with the registrar and departmental chairs. Without the devoted efforts of an on-site dedicated coordinator, these forms of institutional transformation would be untenable and, most likely, wholly overlooked.

SELF-IDENTITY IS FLUID FOR LATINX STUDENTS

As a longitudinal project, HSI Pathways afforded an opportunity for Fellows to document their shifting understandings of their ethno-racial and gender identities. From Fellows who navigated the process of coming out as non-binary and agender to those who rearticulated their relationship to concepts of Hispanicity, Latinidad, and ethnonational demonyms, our opportunity to learn from Fellows' trajectories underscored the rich developmental trajectories that Fellows undergo throughout their collegiate years.

Fellows' dialogues with one another, as well as their coursework in critical perspectives of race, ethnicity, and immigration, offered rich terrains to expand how they understood themselves, their families, and their relationships to their undergraduate and postgraduate institutions. For one Fellow, self-identifying as Latina was an important distinction from Hispanic: "Hispanic is kind of problematic to me, because it's identifying yourself by the colonizer, I was going to say the oppressor but I won't."

It is important to consider how all Fellows were unaware of the meaning of "Hispanic Serving Institutions" prior to their participation in the HSI Pathways program. Without an institutional introduction to the term, many Fellows derived their own interpretations of the federal designation.

Other Fellows also expressed comparable concerns, but similarly evidenced a nuanced appreciation for the symbolic implications of its usage: "So, personally with the usage of the word Hispanic, I think I have a little bit of a problem with it [Hispanic] just because it was forced onto us. They're like oh yes, you guys are Hispanic...but knowing that [an institution] is seen as a Hispanic Serving Institution and that people recognize it as such, it makes me happy because it's not just that we're a university but that we are recognized for having a Latino population or having people from all of these different places. Though I have problems with the word, it makes me happy overall to know that we're recognized for that."

These experiences also informed how Fellows understood the importance and limitations of Hispanic Serving Institutions as a marker for postsecondary institutions. Fellows' contributions draw attention to the diverse set of perspectives that abound within HSI campuses, both in terms of students' perspectives on the benefits of cultivating the institutional concept of an HSI and their reflections on how these institutional identities informed their own self-perceptions.

It is important to consider how all Fellows were unaware of the meaning of "Hispanic Serving Institutions" prior to their participation in the HSI Pathways program. Without an institutional introduction to the term, many Fellows derived their own interpretations of the federal designation. Given the plurality of perspectives and critical understandings of their own ethno-racial identities, Fellows felt that the HSI designation created boundaries that prevented others from being served by these resources. We suggest that HSIs take an intentional approach to educate their campus community on what being an HSI means and actively embrace that identity (Garcia, 2019). Analogously to the way that Fellows articulated their fluid identities for themselves, institutions' ability to recognize and embrace an explicit ethno-racial marker—such as HSI— can signal an institutional commitment to moving beyond color-blind practices.

Challenges and Barriers

Imposter Syndrome

Many Fellows experienced imposter syndrome – the feeling of not belonging in the academy – and were overwhelmed once they realized what was expected of them in graduate school—despite having ample preparation in the HSI Pathways program. Most of the Fellows lacked familiarity with the Ph.D. process like other first-generation students. In the words of one Fellow, "I think my biggest challenge has definitely been imposter syndrome, because it just always feels like I don't know anything… I felt like I knew nothing in comparison to everybody else. But now that I finished the semester, it feels like oh, wait, I passed all of my classes. And so, that definitely means that I know some things, and also I've overcome that sense of comparing myself to other people." However, in feeling imposter syndrome, the Fellows found a commonality and comfort that eventually served as motivation. Consider this Fellow's perspective, "The one thing that stood out to me the most was the feeling that all of us feel the imposter syndrome, and so feeling that you don't belong in academia was a feeling that we all had and shared no matter our background. That was very comforting for me to know that it's not just me." As this Fellow shares, normalizing the feelings of uncertainty helped Fellows 'flip the script' by recognizing that their concerns were not unique to them, but rather, a part of how academic environments are often structured to exacerbate feelings of uncertainty.

Financial Challenges

The Fellows also faced considerable financial barriers during their path to the Ph.D. They often found themselves vying for time between the HSI Pathways program, which would help them secure admission into a Ph.D. program, and multiple part-time jobs, which often supported not only their needs, but also their family's needs. In order to participate in the HSI Pathways program, Fellows had to commit to living on campus during the summer, and participating in the HSI Pathways Summer Seminar. As a result, they had to quit their part-time jobs. They received a stipend to supplement their income, but the financial constraints gave many Fellows pause. In the words of one Fellow, "Definitely the financial aspect was a big thing to do the summer seminar. I left my job so the stipend obviously was really helpful for that reason. I guess it made me… think I couldn't do the program because I'm always busy working with my child so it was that safety net that made me feel like okay, I can do this." Another Fellow was deeply worried about her mother's future if she left home for a Ph.D. program. She shared: "my mother is worried how am I going to get funded. How am I going to pay for it? That's the main concern. I know that I also have to be aware of my mom's situation. We rent. We don't own a house. So, if I leave to a university to work on a Ph.D. program, my mom is going to be back home. She's now 55. She does housekeeping, which is really physically exhausting, and she will be by herself. So, I had to figure out how am I going to situate my mother. I might defer admission for a year and then within that one year work as much as I can to be able to save funds to buy a small apartment or do the down payment and be able to have a place for my mom so she doesn't have to worry about paying rent. She can be okay financially and rest physically. That's a major component for me to be successful in a Ph.D. program."

Another financial issue that regularly surfaced for Fellows pertained to campus visits to Ph.D. interview weekends. Whereas middle and upper-income students can more easily afford flights and hotels upfront without being concerned about delays in reimbursements, many of the Fellows experienced the opposite. Most Fellows in the HSI Pathways program could not afford to pay for these visits unless they were covered by the individual institutions upfront. What seems easy for many, applying for Ph.D. programs and perhaps for those organizing these events, is challenging for students who are low-income. These seemingly mundane logistical hurdles are emblematic of institutional policies that are unresponsive to institutions' stated commitments to broadening the access to prospective graduate students with diverse experiences.

Relocating

Connected to financial concerns, Fellows expressed apprehension about leaving their homes. Often, this was compounded by family members' skepticism over their desire to continue their education through a Ph.D. As one Fellow explains, "I mean, there's always kind of, not a language barrier, but some kind of barrier with trying to get my parents to understand what this all entails, and what a big deal it was. They were happy, but they didn't really know how to express it or anything." According to another Fellow: "It's scary. [Living on my own is] probably the most frightful thing about it for me and not so much the course work or things like that. I can handle school. That's not a big deal to me. It's the living away from home and being on my own for the first time. Me being the youngest one, I don't really think I've had as many life experiences. I think this goes back to my mom telling me I could do whatever I wanted. That's kind of the support I have at home. Even my grandparents are like we don't know what you're doing. We don't know what this is but we support you. So, I think it will be a challenge but I have that drive there in myself and then I have a hundred other people behind me pushing me to go forward. I don't think I'll drop out for homesickness. I don't think that's going to be the case." These fears notwithstanding, Fellows also expressed recognition of familial support that extended beyond their immediate relatives to encourage their own drive to persist and succeed.

The Fellows faced considerable challenges when moving to a new city for their Ph.D. program. They didn't have the credit history regularly needed for renting an apartment nor money for the first and last months' rent and security deposit. Moreover, most Fellows could not ask a parent or family member for the money as they were often the person supporting any extra financial requests in their family.

Other Fellows shared their initial experiences and fears upon arriving on campus. In the words of one Fellow, "And then when the day finally came, it was really hard to say bye to everybody. It was like my mom was crying, my grandma was crying. Everybody was kind of sad, and I was scared. It was a scary thing. I was like I'm going to move to this new place. I don't know where anything is. I only know that there's a grocery store across the street, and I'm going to be alone. So, when I got here, when I got to this city, I was in a space where I didn't know what I was feeling. I think when I got here is when it hit me. I was still waiting for my bed. I didn't have any furniture. I was sleeping on the floor, and it was kind of in those, well, and I had my dog, so that was really helpful. And it was kind of in that moment where everything hit me at once, where I noticed, I was like oh shit, I really did just do all of this, in a matter of a year or less than a year. And it was a sense of being proud of myself but also being like okay, what now. I didn't really get to process anything. And then I was kind of like, I mean, I was alone, so it was kind of like how do I deal with this. And I would call my mom, and my partner would call me, and we would talk on the phone, but I was missing everybody a lot."

Mental Health

Fellows faced mental health challenges due to the stress of academia, family, finances, and personal living situations. Moreover, many of the Fellows had to adapt unexpectedly during the midst of the COVID-19 pandemic. Even after ample preparation, their worlds were turned upside down, and for many, the Ph.D. market changed mid-stream, with many universities deciding not to bring in Ph.D. students as the Fellows applied, or rescinding funded offers due to dire budget cuts. In addition, all of the Fellows were constantly faced with negative messages about the faculty job market from faculty, media, and at academic conferences. Despite all of these challenges and barriers, the Fellows achieved remarkable success due to the program and their personal resilience.

> *Fellows faced mental health challenges due to the stress of academia, family, finances, and personal living situations.*

Recommendations that Work

1. **Addressing the Specter of the Imposter.** Due to frequent feelings of being an imposter in academic environments (imposter syndrome), it is essential that students are provided with opportunities to express their uncertainties and insecurities without judgment. Mentors, sharing their own experiences, doubts, failures, and successes with students, can help students to feel more comfortable.

2. **Financial Accessibility during the Application Process.** If we truly want to honor diversity and equity in the make-up of graduate programs, it is essential that students can apply for graduate school without fees, can visit graduate programs during interview processes and before with financial support, and can access a student support fund in cases of emergency.

3. **Signal Boosting Channels for Information.** For those students at the undergraduate level, we suggest that institutions prepare a directory of Ph.D. programs across various disciplines, with information on how to get fee waivers for those schools/programs and institutional contacts.

4. **Proactive Responses to Mental Health & Wellness.** Attention to positive mental health is an essential factor in success on the way to the Ph.D. and also while in a Ph.D. program. Universities must pay more attention to the mental health needs of doctoral students as they traverse the graduate school process. Based on our interviews with the HSI Pathways Fellows, we suggest implementing various approaches to positive mental health in graduate programs, including yoga, therapy, and mindfulness activities.

5. **Minimizing Administrative Burdens.** One of the most frustrating and common roadblocks along the way to a Ph.D. is bureaucracy. Universities are filled with it, and it serves as a regular and pervasive barrier to success. When students want to pursue Ph.D. programs, faculty and staff should be saying 'yes' and looking for ways to make things happen rather than putting up barriers. If a policy is causing delays, frustration, and failure on the part of students, it needs to be changed or eliminated.

6. **Seeing Students as Colleagues Rather than Numbers.** Faculty and staff should help students see themselves as assets to institutions rather than mere numbers, adding to the diversity dashboard. Too often, Fellows expressed feeling unwelcomed, underrepresented, and unsupported in graduate school. It is not enough to gradually increase diversity among the student body. More commitment and investment should be placed on how these students are retained.

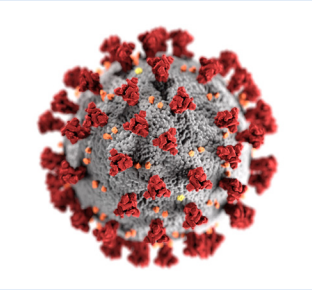
7. **Coordinated Advocacy Across Institutions.** It is important that we realize and recognize that success in graduate school is not merely about faculty and student relationships. Success also relies upon other people who support student success, including department chairs, deans, secretaries, administrative assistants, program coordinators, and other students. For example, as COVID-19 slashed university budgets, some of our Fellows faced rescinded offers or lower support than anticipated for Ph.D. programs. In order to ensure that they were successful and fully supported in their pursuits, we worked with colleagues and institutional allies across our institutional partners to reach out to other universities that were experiencing financial difficulties. We were able to restore the rescinded funding, but wonder what would happen if our Fellows didn't have a group of influential faculty and administrators advocating on their behalf.

8 **Supporting Early Aspirations.** Our Fellows, especially those who transitioned from community colleges, often remarked on the transformative influence of mentors who cultivated a belief in their capacity to pursue further research as a viable path in their future. Initiatives like Mellon EDGE, which seek to support individuals' transitions from community colleges through four-year institutions into doctorates, work in tandem with programs like HSI Pathways when the messaging is consistent for Fellows.

9 **Involving the Family.** The skepticism and concern the Fellows' families had about both the program and the prospects of Fellows pursuing graduate school lessened over time as they became engaged with the HSI Pathways. The HSI partners included opportunities to celebrate Fellows' success with their families during the HSI Pathways Summer Seminar and as they completed their baccalaureate degrees. We found that including families in the process of learning about graduate school and this program helped lessen the pressure on Fellows of explaining exactly what they were doing and why they were doing it to their families. Some Fellows shared that after presenting their research in front of their family or having their family attend a celebratory luncheon, their families were proud and excited for them to pursue graduate school.

10 **Cultivating a Community of Peers.** The bonds created among the Fellows in HSI Pathways demonstrate the benefit of creating a peer-network of students interested in becoming professors. Often not having others in their family or immediate friend group to talk about research interests and applying to graduate school, Fellows of the program created strong bonds with other Fellows at their schools and Fellows at the other HSI partner schools. Having three cohorts of Fellows created a community of peer mentorship where the Fellows could talk about the challenges they were facing among other students who understood exactly what they were going through. Institutions should consider creating opportunities for peer-networking or mentorship for students who are interested in pursuing graduate school. This can help students find a community while also signaling to the institution the amount of interests their current student body has in learning more about graduate school and applying to doctoral programs.

Recognizing the Future of the Professoriate: A Note on COVID-19



There are no shortages of thought pieces or reports that warn of the bleak future of higher education and, more specifically, the humanities. The latest jobs report from the American Historical Association states it simply: "the continuation of historically low levels of academic hiring has made the AHA's annual jobs report rather somber reading" (Ruediger, 2021). There is little consensus on the long-term effects that COVID-19 will have on higher education, though many have shown growing concerns given the sudden halt to academic openings that transpired in Spring 2020 (Langin, 2020). These concerns should not undermine the concerted efforts in ensuring that institutions actualize commitments to a more diverse faculty. Without a deliberate focus on diversifying the professoriate, higher education institutions will yield to the reproduction of inequitable access into these opportunities. The long-term investment in supporting pathways into the professoriate cannot be framed as a zero-sum scenario where the challenges faced by academia writ large justify the underinvestment in efforts to diversify its future.

Final Thoughts

Programs such as HSI Pathways are important, and indeed essential, for students who benefit from programs that are explicitly focused on revealing the hidden curriculum of transitions into the Ph.D. and the professoriate. However, these programs cannot work unless universities put students first. We mean that the institutional labor of bureaucratic compliance cannot supersede institutions' focus on supporting students' capacity to thrive on their campuses. Too often we learned of Fellows' difficulties in navigating policies that underscored institutional rigidity for the sake of safeguarding outdated processes. Institutional nimbleness, we found, required the concerted efforts of coordinators and mentors that were willing to consistently advocate on behalf of Fellows. Yet these efforts were seldom recognized as important institutional transformations and innovations, nor did we find ample evidence of institutional recognition for this labor. In order to foster and support diversity in the professoriate, it is essential to be purposeful and to see the experience from the vantage point of those walking along the pathways in the academy.

References

Bailey, T., & Morest, V. S. (Eds.). (2006). *Defending the community college equity agenda*. Johns Hopkins University Press.

Clauset, A., Arbesman, S. & Larremore, D. (2015). Systemic inequality and hierarchy in faculty hiring networks. *Science Advances*, *1*(1), https://advances.sciencemag.org/content/1/1/e1400005.full.

Conrad, C. & Gasman, M. (2015). *Educating a diverse education: Lessons from Minority Serving Institutions*. Harvard University Press.

Excelencia in Education (2021). *Twenty-five years of Hispanic Serving Institutions*, 1994-2019. Excelencia in Education, https://www.edexcelencia.org/research/hispanic-serving-institutions-hsis.

Garcia, G. (2019). *Becoming Hispanic-Serving Institutions: Opportunities for College and Universities*. Johns Hopkins University Press.

Gasman, M. (2016). An ivy league professor on why we don't hire more faculty of color: 'We don't want them' *Washington Post*, https://www.washingtonpost.com/news/grade-point/wp/2016/09/26/an-ivy-league-professor-on-why-colleges-dont-hire-more-faculty-of-color-we-dont-want-them/.

Gasman, M. (2022). *Doing the right thing: How colleges and universities can end systemic racism in faculty hiring*. Princeton University Press.

Gasman, M. & Nguyen, T. (2019). *Making Black scientists. A call for action*. Harvard University Press.

Gasman, M., Hirschfeld, M., & Vultaggio, J. (2008). 'Difficult, Yet Rewarding': The Experiences of African American Graduate and Professional Students in Education at an Ivy League Institution. *Journal of Diversity in Higher Education, 1*(2): 126–138.

Gasman, M., Baez, B., & Turner, C. (Eds.). (2008). *Understanding Minority Serving Institutions*. State University of New York Press.

Hagedorn, L. S. (2004). The role of urban community colleges in educating diverse populations. *New Directions for Community Colleges*, 2004(127), 21-34.

Hoffer, T., Welch, V., Webber, K., & Williams, K. (2007). Doctorate recipients from United States universities. National Opinion Research Center.

Kezar, A., DePaola, T., & Scott, D. T. (2019). *The gig academy: Mapping labor in the neoliberal university*. Johns Hopkins University Press.

Krogstad, J. M. & Noe-Bustamente, L. (2020). *Key facts about U.S. Latinos for National Hispanic Heritage Month*. Pew Research Center. Retrieved from: https://pewsr.ch/2oH4TEC

Langin, K. (2020, October 6). Amid pandemic, U.S. faculty job openings plummet. *Science Magazine*. Retrieved from: https://www.sciencemag.org/careers/2020/10/amid-pandemic-us-faculty-job-openings-plummet.

Lundy-Wagner, V., Vultaggio, J., & Gasman, M. (2013). Preparing underrepresented students of color of doctoral success: The role of undergraduate institutions. *International Journal of Doctoral Studies*, *8*: 151-172.

McGee, E. (2020). *Black, brown, bruised. How racialized STEM education stifles innovation*. Cambridge, MA: Harvard Education Press.

Morales, E. (2018). *Latinx: The new force in American politics and culture*. Verso Press.

Morest, V. S. (2013). From access to opportunity: The evolving social roles of community colleges. *The American Sociologist, 44*(4), 319-328.

Myers Jr., S., & Turner, C. S. (2004). The effects of Ph.D. supply on minority faculty representation. *American Economic Review, 94*(2), 296-301.

Núñez, A., Hurtado, S., & Galdeano, E. C. (2015). *Hispanic-Serving Institutions: Advancing research and transformative practice*. Routledge Press.

Posselt, J. (2016). *Inside graduate admissions: Merit, diversity, and faculty gatekeeping*. Harvard University Press.

Ruediger, R. (2021, January 20). The 2021 AHA Jobs Report. *Perspectives on History*. Retrieved from: https://www.historians.org/ahajobsreport2021.

U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education System (IPEDS) 2018-2019 Fall Institutional Characteristics and Enrollment Surveys.

Please cite as: Gasman, M., Castro Samayoa, A., & Martinez, A. (2021). *Forging a pathway to equity in the professoriate: Lessons from the Hispanic Serving Institutions (HSI) Pathways program*. New Brunswick, N.J.: Rutgers Center for Minority Serving Institutions.

Special thanks to the following people for their assistance with program, operation, and research support: Paola Esmieu, Brandy Jones, Carolyn Nalewajko, Fabiola Santos, Destiny Jenkins, Michele Coyne, Koor Kpogba-Thomas, Priscilla Pierre, Natalie Passov, Ndeh W. Anyu, Alice Ginsberg, Heidi Schumacher, Donna Weir-Soley, Ruben Espinosa, Mryse Jayasuriya, Ana Luszczynska, Aida Gureghian, Alberto Ledesma, Josephine Moreno, Damon L. Williams, and Patricia Rea.

Facebook: www.facebook.com/centerformsis

Twitter: @CenterforMSIs
twitter.com/centerformsis

Instagram: @centerformsis
instagram.com/centerformsis

LinkedIn: www.linkedin.com/company/center-for-msis/

RUTGERS GRADUATE SCHOOL OF EDUCATION

10 SEMINARY PLACE
NEW BRUNSWICK, NJ 08901-1183

p: 848-932-7496
e: rutgers.cmsi@gse.rutgers.edu

RUTGERS Graduate School of Education

Center for MSIs

CMSI.GSE.RUTGERS.EDU