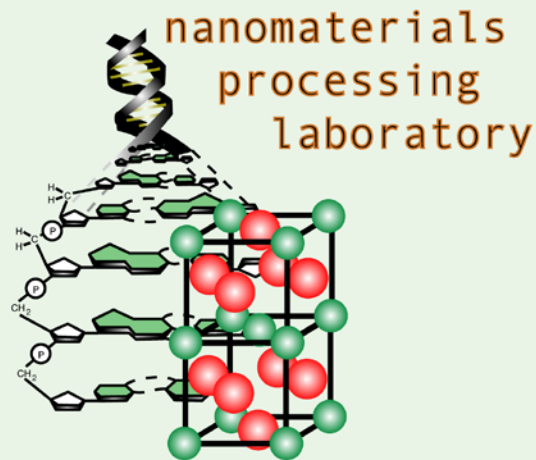


# Hispanics in Engineering

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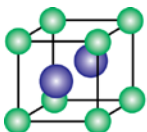
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# Ethnic Diversity in STEM

Ethnic diversity in Science and Engineering occupations is generally improving, but at a slow pace.

Table 3-26

**Distribution of workers in S&E occupations, by race/ethnicity and year: 1993–2008**

(Percent)

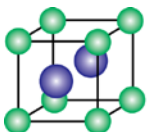
Race/ethnicity	1993	1995	1997	1999	2003	2006	2008
Asian.....	9.1	9.6	10.4	11.0	14.2	16.1	16.9
American Indian/Alaska Native.....	0.2	0.3	0.3	0.3	0.3	0.4	0.3
Black.....	3.6	3.4	3.4	3.4	4.3	3.9	3.9
Hispanic.....	2.9	2.8	3.1	3.4	4.4	4.6	4.9
White .....	84.1	83.9	82.9	81.8	75.2	73.2	71.8
Native Hawaiian/Other Pacific Islander.....	NA	NA	NA	NA	0.3	0.5	0.4
Two or more races .....	NA	NA	NA	NA	1.4	1.4	1.7

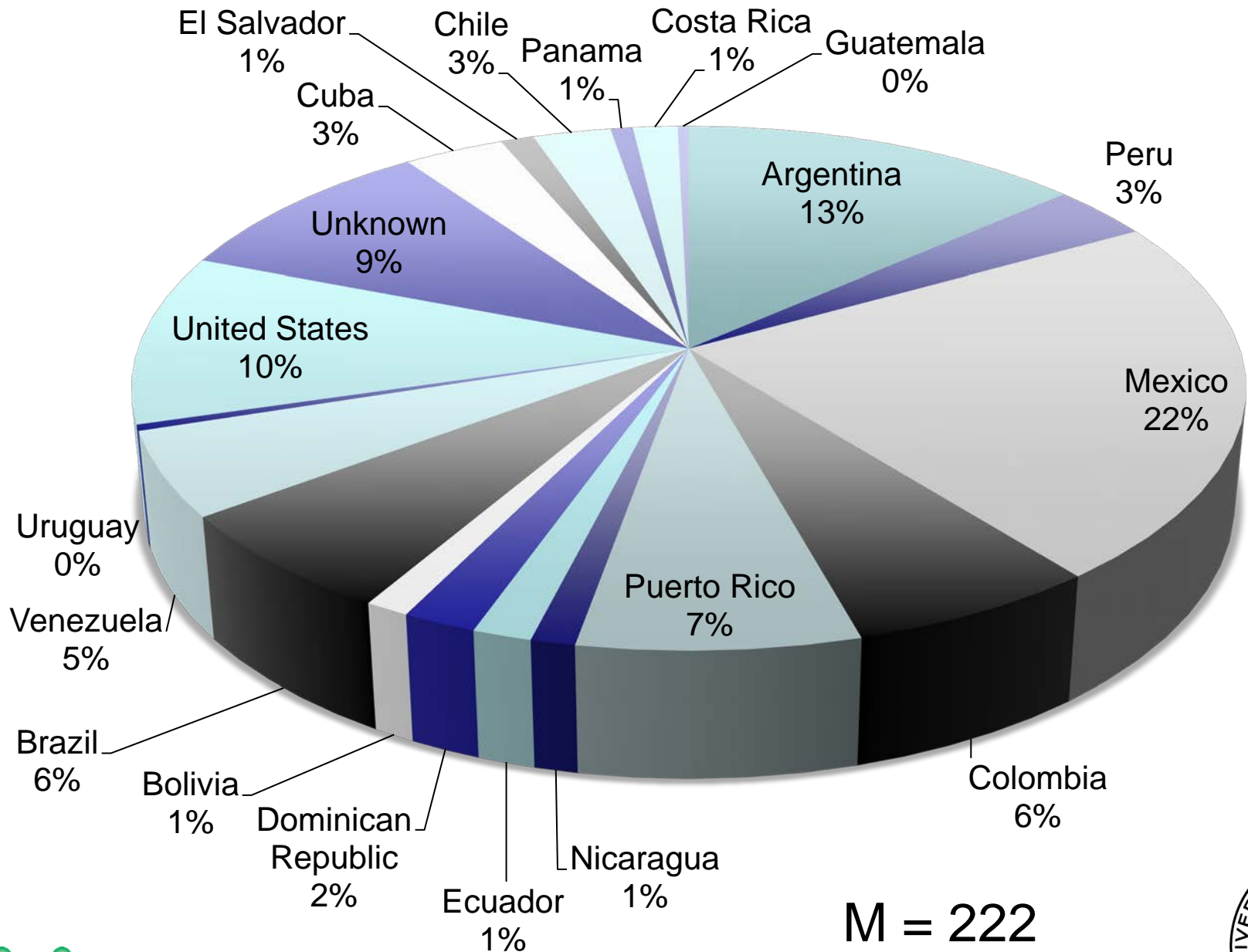
NA = not available

NOTES: Before 2003, respondents could not classify themselves in more than one racial/ethnic category. Before 2003, Asian included Native Hawaiians and other Pacific Islanders.

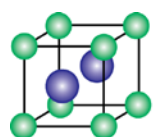
SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Scientists and Engineers Statistical Data System (SESTAT) (1993–2008), <http://sestat.nsf.gov>.

*Science and Engineering Indicators 2012*



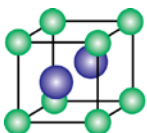


M = 222  
W = 51 (20%)



The top tier is currently occupied by no more than 30 individuals, including

**Rafael Bras** (Provost, Georgia Institute of Technology), **Rafael Reif** (President, Massachusetts Institute of Technology), **J. Enrique Luco** (Professor, University of California, San Diego), **Diana Farkas** (Professor, Virginia Tech), **Jose Holguín-Veras** (Professor, Rensselaer Polytechnic Institute), **Christine Ortiz** (Professor and Dean for Graduate Education, Massachusetts Institute of Technology), **Mónica Olvera de la Cruz** (Professor, Northwestern University), **Luciano Castillo** (Professor and Don-Kay-Cash Distinguished Engineering Chair in Wind Energy, Texas Tech University), **Enrique V. Barrera** (Professor, Rice University), **Elena Castell-Lopez** (Professor, Texas A&M University), **Julio Garcia** (Professor, San Jose State University), **Karen Lozano** (Julia Beecherl Endowed Professor, University of Texas, Pan American), **Alfonso Ortega** (Professor and Associate Dean for Graduate Studies, Villanova University), **Rosana Moreira** (Professor, Texas A&M University), **Louis Martin-Vega** (Dean of Engineering, North Carolina State University), **Jose Restrepo** (Professor, University of California, San Diego), **Maria Larrondo-Petrie** (Professor and Associate Dean of International Affairs, Florida Atlantic University), **Pedro Ponte Castañeda** (Professor, University of Pennsylvania), **Feniosky Peña-Mora** (Professor, Columbia University), **Enrique Lavernia** (Dean of Engineering, University of California, Davis), **Arthur Ramirez** (Dean of Engineering, University of California, Santa Cruz), **Rosario Gerhardt** (Professor, Georgia Institute of Technology), **Perla Balbuena** (Professor, Texas A&M University), **Maria Barrufet** (Professor, Texas A&M University), **Theresa Maldonado** (Professor, University of Texas at Arlington), **Patricia Nava** (Professor, University of Texas at El Paso), **Cordelia Ontiveros** (Professor, California State University, Pomona), **Raquel Prado** (Professor, University of California, Santa Cruz), **Lourdes Salamanca-Riba** (University of Maryland, College Park), **Jose Zayas-Castro** (Professor and Chair, University of South Florida).



# Ongoing discussion . . .

“In discussions about role models for Hispanic students, Hispanic faculty are often targeted to fill this role. Unfortunately, the use of Hispanic faculty as role models is bound to either fail or to project an unintended message. In both cases, the failure and the unintended message, the policy will fail because Hispanic faculty lack the institutional status and power that would enable them to capably fill such a role.”

“There is the sense that Hispanic faculty can be used as role models not only because they are educators but because they are *Hispanic* educators. They are the group who have overcome numerous obstacles in acquiring an education and thus are not only exemplars of the benefits of an education but also transmitters of this highly esteemed cultural value. The assumption regarding role models is that individuals filling these roles are imbued with the status (and perhaps power) which is attached to that role.”

Verdugo, R.R., *The Journal of Higher Education*, **66** [6] 669-685 (1995).

