Excelling as an HSI/MSI

CENTERING SERVINGNESS THROUGH COLLABORATIVE AND INCLUSIVE PRACTICES

Teresa Maria Linda Scholz, Ph.D.

Vice President for Equity, Inclusion and Diversity

Office for Equity, Inclusion and Diversity

BE BOLD. Shape the Future.

New Mexico State University
In October . . .
The Office for Equity, Inclusion and Diversity centers community and inclusive excellence, in co-creating collaborative and cohesive partnerships systemwide to accomplish a socially just climate and sense of belonging for all Aggies and for our community partners.

**Overarching Tactic: Develop a Strategic Diversity Plan for the NMSU System (Objective 4.1)**

**Attract/Support/Retain Minoritized Faculty, Staff/Administrators**

--Analyze current demographics for faculty, staff and students. Identify underrepresentation and underutilization.

--Review and amend current search processes in partnership with HR, OIE and Provost Office.

--Create clarity about how demographics are understood and maintained.

**Adopt Best Practices of HSIs/MSIs**

--System-wide education about what an HSI mission can be; Implement Initiatives to: increase support for undocumented students; femtoring/mentoring programs for minoritized and low-income first generation students; identify needed resources to build capacity in all diversity programs; build capacity in EID-focused professional and educational development system-wide.

**Enhance Relationships with Students, Faculty, Staff Organizations and Improve Capacity to Address Issues and Advance Trust and Respect.**

--Needs assessment, based on existing data; Baseline Climate survey data; Partner with OIE, ELR, Faculty Grievance Review Board, and Student Conduct Board to identify quantitative and thematic-data related to climate concerns to proactively address them.
Overview of Data

INFORMING UPCOMING INITIATIVES
Students Systemwide

- 64% Hispanic/Latinx Students
- 73% Students Of Color (BIPOC)
And consider the following, and intersections

<table>
<thead>
<tr>
<th>Disability</th>
<th>Military and Veteran Status</th>
<th>Gender Identity/Gender Expression</th>
<th>Sexuality</th>
<th>Immigration Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Protected class</td>
<td>• Protected class</td>
<td>• Trans</td>
<td>• LGB+</td>
<td>• Undocumented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gender non-conforming</td>
<td></td>
<td>• International</td>
</tr>
</tbody>
</table>
In General about Faculty

• Predominantly white faculty systemwide
  • Full Professors, PWhite
    • Full professors, gender
      • LC: PMen
      • DACC, Grants, Alamogordo: PWomen
  • Assistant professors--gender
    • LC, Grants, DACC: PWomen
    • Alamogordo: Pmen

• Staff systemwide
  • More racial, ethnic and gender diversity
    • Some differences between exempt and non-exempt
Faculty Retention and Recruitment Plan

INCLUSIVE AND COLLABORATIVE ENGAGEMENT
Robust Engagement with Affirmative Action Plans—identifying the plan

Partners in collaboration:
HR, OIE, EID
with
Deans and Department Heads

Affirmative Action Plans
Job Descriptions
Advertising Paid Pro Social Media Sites
Statements of Contributions to EID CV Research Agenda
Search Committee Training
Department Training
Servingness

INCLUSIVE AND COLLABORATIVE ENGAGEMENT TO ENSURE STUDENT SUCCESS
A Challenge and Opportunity:

Servingness

(just) Counting

(just) Enrolling
Indicators of Serving
(“things” leaders can measure to assess servingness)

**Academic Outcomes**
- Persistence
- Graduation
- Transfer
- Course Completion
- STEM Degree completion
- Market Outcomes

**Nonacademic Outcomes**
- Academic self-concept
- Leadership identity
- Racial Identity
- Critical consciousness
- Graduate school aspirations
- Civic engagement

**Experiences of Students on Campus**
- Positive influence for sense of belonging
- Mentoring and support programs
- Cultural Signifiers on campus (murals)

Structures for Serving (require transformation)

Organizational

- Mission and purpose statements
- HSI grant activities
- Decision-making processes
- Equity-minded leadership practices
- Policies
- Curricular and co-curricular structures
- Institutional advancement activities
- Compositional diversity of faculty, staff, administrators and graduate students
- Engagement with community

We are most successful at accomplishing EID efforts when we are collaborative.

AND, ON TO TABLE TALK . . .