

# Excelling as an HSI/MSI

CENTERING SERVINGNESS THROUGH  
COLLABORATIVE AND INCLUSIVE PRACTICES

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**New Mexico State University**

**In October . . .**



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# Office for Equity, Inclusion and Diversity

2021-2022 Strategic Initiatives

DRAFT

**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.



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# Overview of Data

**INFORMING UPCOMING INITIATIVES**



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# Students Systemwide

Hispanic/Latinx Students

• 64%

Students Of Color (BIPOC)

• 73%



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# And consider the following, and intersections

## Disability

- Protected class

## Military and Veteran Status

- Protected class

## Gender Identity/Gender Expression

- Trans
- Gender non-conforming

## Sexuality

- LGB+

## Immigration Status

- Undocumented
- International



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# 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



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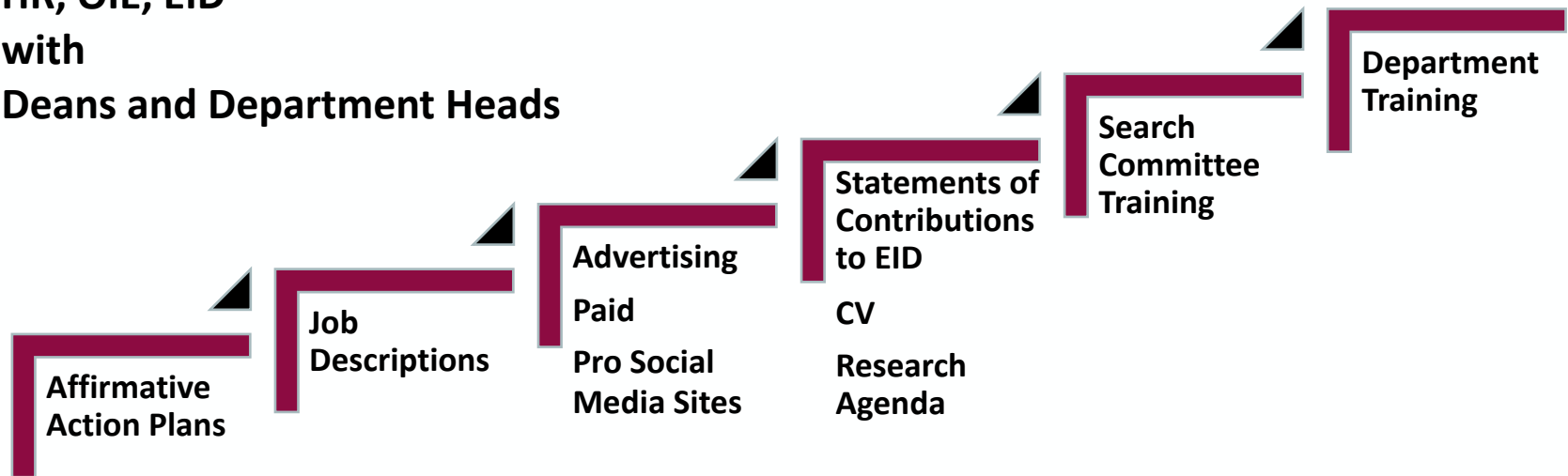
# Robust Engagement with Affirmative Action Plans—*identifying the plan*

Partners in collaboration:

HR, OIE, EID

with

Deans and Department Heads



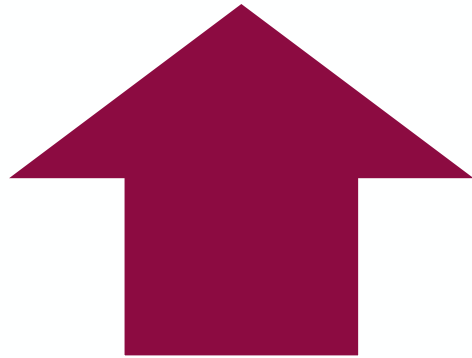
# Servingness

INCLUSIVE AND COLLABORATIVE ENGAGEMENT  
TO ENSURE STUDENT SUCCESS

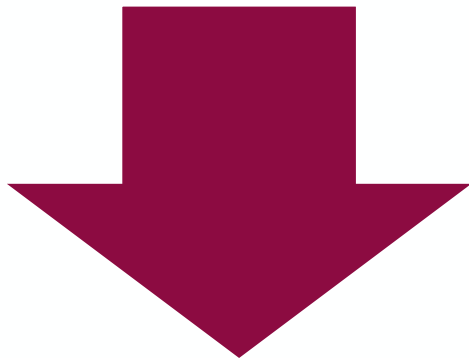


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# A Challenge and Opportunity:



***Servingness***



***(just) Counting***

***(just) Enrolling***



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# 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)



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[From Dr. Gina Ann Garcia \(2019\), "Defining 'Servingness' at Hispanic Serving Institutions \(HSIs\): Practical Implications for HSI Leaders"](#)

# 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 . . .



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