

Goal 6: Build, Elevate, and Strengthen Sustainable Systemwide Equity, Inclusion and Diversity Practices

New Mexico State University (NMSU) aims to advance Equity, Inclusion, and Diversity (EID) across the NMSU system as a foundation for institutional excellence. Establishing a foundation and scaling a sustainable structure will promote shared responsibility and draw on the assets NMSU students bring to the institution. The commitment to Equity, Inclusion, and Diversity of and for students, faculty, and staff has a positive impact on retention and graduation, teaching, service, research, and Extension.

Clarification of Terms:

<p>Underrepresented Minoritized: (used for <i>underrepresented minorities</i> or <i>URM</i>), based on Federal definitions, including: African American/Black, Hispanic/Latinx, Native American/Alaskan Native, Native Hawaiian/Other Pacific Islander, or other ethnic group underrepresented in science and engineering.</p> <p>Marginalized: Includes federally designated protected class: disability, military and veteran status, sex, and age.</p> <ul style="list-style-type: none"> Other marginalized social identity categories can include socioeconomic class, age (age discrimination act of 1975, identifies 40 and above), sexuality/sexual orientation, and gender, etc. <p>Intersectionality: Beyond one’s race and/or ethnicity, takes into account the intersection of race, gender, socioeconomic class, disability, etc. in an effort to best serve/support the whole individual.</p> <ul style="list-style-type: none"> Examples: mechanisms to best serve low-income white students with disabilities; mechanisms to support LGBT+ students of color; mechanisms to support faculty and or staff with disabilities who may be veterans, and also part of underrepresented groups, etc. 	<p>EID: Acronym for Equity, Inclusion and Diversity.</p> <p>HSI: Acronym for Hispanic Serving Institution.</p> <p>MSI: Acronym for Minority Serving Institution.</p> <p>AAP: Acronym for Affirmative Action Plan.</p>
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Objectives

The following interconnected objectives emerged from feedback provided, after listening sessions with systemwide partners, in November-December, 2022. These objectives align with the current NMSU Leads 2025 goals.

6.1: Embed equity, inclusion, diversity, and intersectionality into the university system.

Aligned with Goals 3 and 4

6.2: Increase representation and retention of underrepresented minoritized faculty, staff, and administrators.

Aligned with Goal 2

6.3: Increase sense of belonging for underrepresented minoritized and marginalized students.

Aligned with Goals 1 and 5

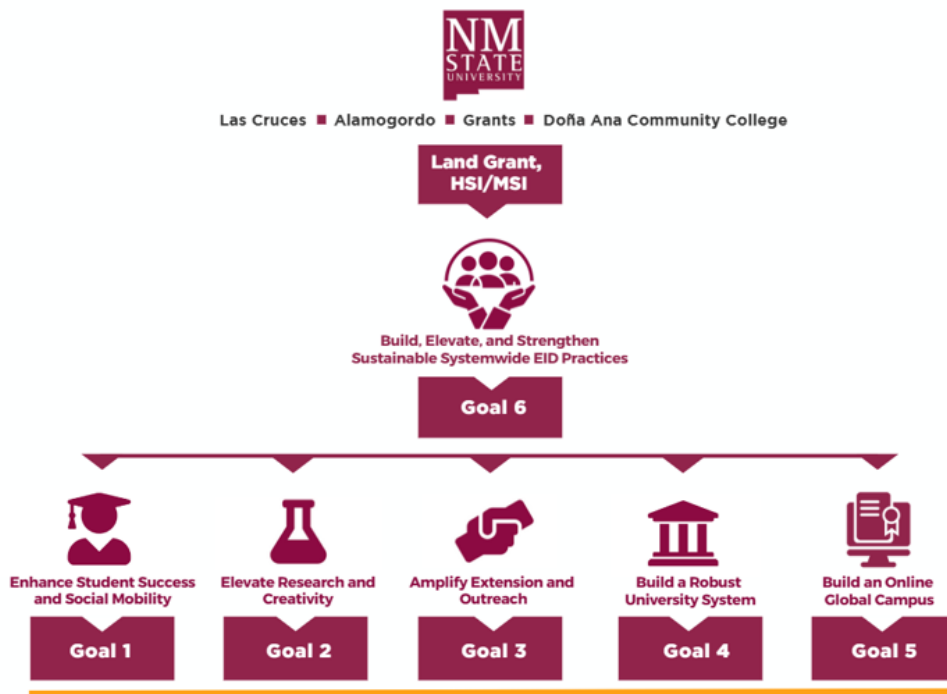
6.4: Advance evaluation processes that ensure accountability and acknowledgement for the implementation of EID practices.

Aligned with Goals 2 and 4

6.5: Cultivate a culture of respect that fosters a thriving inclusive community.

Aligned with Goals 1, 2, 3, 4, and 5

As NMSU elevates the objectives into this separate strategic goal, actions have been identified to establish a baseline on which we can then begin to measure. Since the inaugural position of Vice President for Equity, Diversity, and Inclusion was established in 2021, a number of initiatives have been implemented. Those initiatives have a baseline, which represent key performance indicators that will be measured annually.



6.1: Embed equity, inclusion, diversity, and intersectionality into the university system

Actions to Establish Baseline:

- Augment employee participation in already existing educational opportunities.
- Increase opportunities for faculty to learn how to develop culturally responsive curriculum and pedagogical practices.
- Create an EID Certificate Program.
- Create database to track EID professional development, systemwide.
 - Work with Center for Leadership and Professional Development.
- Systemwide Language Access Plan
 - A National Institute of Food and Agriculture (NIFA) policy requirement that ensures that federally funded institutions provide translated documents from English to the requested language. The requests can come from students and/or community members.
- Identify EID directors (or liaisons) at each university college and community colleges.
- Create EID review processes for vendor requests (including search firms), job descriptions, etc. to ensure alignment with the EID goal.
- Recommend to researchers submitting HSI/MSI grant proposals, or other grants seeking EID-related information, to be reviewed by the EID office (or related subcommittee) for support to strengthen the grant proposal.
- Identify EID-related outcomes and assessment processes in all programs, systemwide.

Key Performance Indicators

2023-2024 and 2024-2025

- Increase percentage of participants in EID-related Teaching Academy offerings by 20% in the 2023-2024 academic year, and by another 20% in the 2024-2025 academic year.
 - Participants can include professional staff, faculty, administrators, and graduate students.
- Increase presentations and workshops provided by the EID division by 25% in the 2023-2024 academic year and by another 25% during the 2024-2025 academic year.
- 25% of faculty who choose to participate in EID presentations and workshops will incorporate culturally responsive curriculum and pedagogical practices, 2023-2024.
 - NOTE: in alignment with the Provost's interest in ensuring interested faculty have support to best serve NMSU's students.

- 2025-2026 faculty who chose to participate will analyze course evaluation data from implemented curricula and pedagogical practices to determine outcomes.
- Use database to identify three (3) departments/units to focus outreach efforts in 2023-2024.
- Identify members of the Language Access Plan Task Force, to ensure federal compliance, summer 2023.
 - Convene Language Access Task Force summer/fall 2023
 - Create Language Access plan, fall 2023.
 - Implement Language Access plan, spring 2024.
- System's EID directors will be identified and will be standing members on the Diversity Council, 2023-2024.
- Track student outcomes related to EID outcomes. (ongoing)
 - E.g., course completion rates, GPA, graduation rates, etc.
- Develop EID Certificate Program for faculty, staff and graduate students, 2023-2024.
 - Once piloted internally, will work to offer to non-affiliates to help supplement EID budget.

2024-2025

- Pilot EID Certificate Program.
 - Graduate 20 EID Certificate Program participants by 2026/2027

In 2025, review the data to create new baselines as we conclude NMSU Leads 2025, to inform a new institutional strategic plan.

6.2: Increase representation and retention of underrepresented minoritized and marginalized faculty, staff, and administrators.

Actions to Establish Baseline:

- Incorporate evidenced-based practices to improve search and hiring processes in alignment with the AAP (which is federally mandated) and practices.
 - Institutionalize the use of underutilization tracking and review forms, and justification memorandum.
 - Consider opportunities for Target of Excellence.
 - Consider opportunities for spousal/partner hires.
- Job descriptions that reflect the student population, to align with NMSU's land-grant, HSI/MSI missions, to enhance a qualified diverse applicant base at all levels.
- Enhance search committee training to include: implicit bias training, compliance-related policy, and activation of committee members' professional networks to broadly promote NMSU and the position.
- Develop Equity Advisors Program to consult on search committees.

- Track and analyze ongoing data to identify improvement in hiring underrepresented minoritized employees.
 - This data is tracked through Human Resource Services and through Biddle Consulting Group, Inc.—a contracted consultant company who assists with NMSU’s AAP (which is federally mandated under executive order 11246).

Key Performance Indicators

2023-2024

- All search committees will use underutilization tracking and review form and justification memorandum, beginning summer 2023.
 - Note: As is federally mandated, all search committees are required to include justification memorandums for positions that have been identified as underutilized.
 - To support search committee chairs and hiring managers, Affirmative Action Specialists created a fillable justification memorandum in PDF form, in summer of 2023.
 - HRS liaisons now have access to the form and have been trained on how to use it.
 - The justification memorandum also supports efforts to address discrimination pursuant to the enforcement authority of the Equal Employment Opportunity Commission (EEOC) and the Office of Federal Contracts and Compliance Program (OFCCP).
- Affirmative Action Specialist/s will provide training for Department Heads and Deans on creation of AAP narratives for faculty positions, beginning August 2023.
 - Narratives developed by December 2023.
- Affirmative Action Specialist/s will provide training for staff hiring managers on creation of AAP narratives for staff positions, beginning August of 2023.
 - Narratives developed by December 2023.
- Affirmative Action Specialist/s will provide comprehensive search committee training, beginning August 2023.
 - Included will be a recruitment resource list (to also be linked on the Affirmative Action website).
- Identify baseline for average number of faculty positions filled systemwide each year.
 - After the previous actions have been implemented.

2024-2025

- Increase underrepresented faculty by 5% systemwide.

2025-2026

- Increase underrepresented faculty by another 5% systemwide.

6.3 Increase sense of belonging for underrepresented minoritized and marginalized students.

Actions to Establish Baseline:

- Increase representation of Native Students at the undergraduate and graduate levels.
 - In alignment with the Provost's commitment in becoming a Native American Serving Non-Tribal Institution.
- Increase representation of Hispanic/Latinx/e students at the graduate level.
- Identify support mechanisms for students who do not qualify for federal funding.
- Measure and share impact of programs addressing minoritized and marginalized students to identify gaps and establish baselines for future assessment.
- Increase intersectional programming. (ongoing)
- Establish an Asian Pacific Islander Program. (in process)
- Establish baseline for sense of belonging for underrepresented minoritized and marginalized students. (see also Objective 6.5.)
- Acquire Seal of Excelencia
 - NMSU submitted application in June of 2023

Key Performance Indicators

2023-2024

- Hire Native Student Recruiter, fall 2023.
 - Native Student Recruiter will work with partners to create a strategic recruitment plan to increase Native student representation.
- EID College Directors and Graduate School will create a strategic recruitment plan to increase underrepresented graduate students, with particular focus on Hispanic/Latinx/e graduate student representation, fall 2023.
 - **NOTE:** Data shows that Hispanic/Latinx/e graduate students drop over 50% relative to undergraduate student population.
- Create a strategic plan with partners to identify recruitment and retention strategies for Native undergraduate students, spring 2024.
 - **NOTE:** Data shows that Native student representation is approximately 79% lower than the state of New Mexico.
- Implement strategic recruitment plan by 2024 to recruit underrepresented and Hispanic/Latinx graduate students.
- Research and compile resources for students who are ineligible for federal funding, beginning spring 2023.

- Publish website promoting resources for students who are ineligible for federal funding, fall 2023.
- Apply for Seal of Excelencia, June, 2023 (in progress).

2024-2025

- Collect data on students' intersectional identities, fall 2024 to spring 2025
 - See climate survey KPIs in 6.5.

2025-2026

- Analyze climate survey results and identify most prevalent intersectional needs, fall 2025.
 - Referenced in Objective 6.5
- Develop programming to address intersectional needs, spring 2026.

6.4: Advance evaluation processes that ensure accountability and acknowledgement for the implementation of EID practices.

Actions

- Office of EID and Human Resource Services lead professional development for employees and supervisors' evaluation of implementation of EID practices.
- EID Directors lead professional development for faculty and department heads on implementation and evaluation of EID practices in the areas of research, teaching and service.

Key performance Indicators

2023-2024

- Develop training for staff and supervisors on how to consistently evaluate the implementation of EID practices to address criteria already included in staff performance evaluations, fall 2023.
- Pilot staff training on how to consistently evaluate the implementation of EID practices in staff performance evaluations, spring 2024.
- Initiate annual trainings on how to evaluate EID practices for staff and supervisors, spring 2024.
- Consult with Provost and academic colleges to identify consistency in evaluating EID strategy and practices in research, teaching, extension and outreach, and service, begin fall 2023.
- Develop training for faculty and department heads on how to evaluate the implementation of EID practices in teaching, extension and outreach, and service, begin fall 2024.
- Initiate training for faculty and department heads on how to evaluate the implementation of EID practices in teaching, extension and outreach, and service, spring 2025.

6.5: Cultivate a culture of respect that fosters a thriving inclusive community.

Actions to Establish Baseline:

- Climate survey for staff and faculty to establish baseline.
- Climate survey for students to establish baseline.
- Analyze and share results of climate surveys to ensure accountability.
- Climate Action Team (CAT) team to work with Diversity Council on addressing gaps and issues identified by climate surveys.
- Create Guiding Principles of Community for the NMSU system.
- Consider creation of language immersion programs.

Key Performance Indicators

2023-2024

- Research internal and external climate survey tools, fall 2023.
- Identify a climate survey tool, spring 2024.

2024-2025

- Create NMSU-specific climate survey for faculty and staff to demonstrate impact, fall 2024.
- Create NMSU-specific climate survey for undergraduate students to demonstrate impact, fall 2024.
- Create NMSU-specific climate survey for graduate students to demonstrate impact, fall 2024.
- Administer climate survey for faculty and staff, spring 2025.
- Administer climate survey for undergraduate students, spring 2025.
 - 25% response rate
- Administer climate survey for graduate students, spring 2025.
 - 25% response rate

2025-2026

- Analyze climate survey results (identify needs), fall 2025.
- Identify interventions and community values addressing identified needs, spring 2026.