

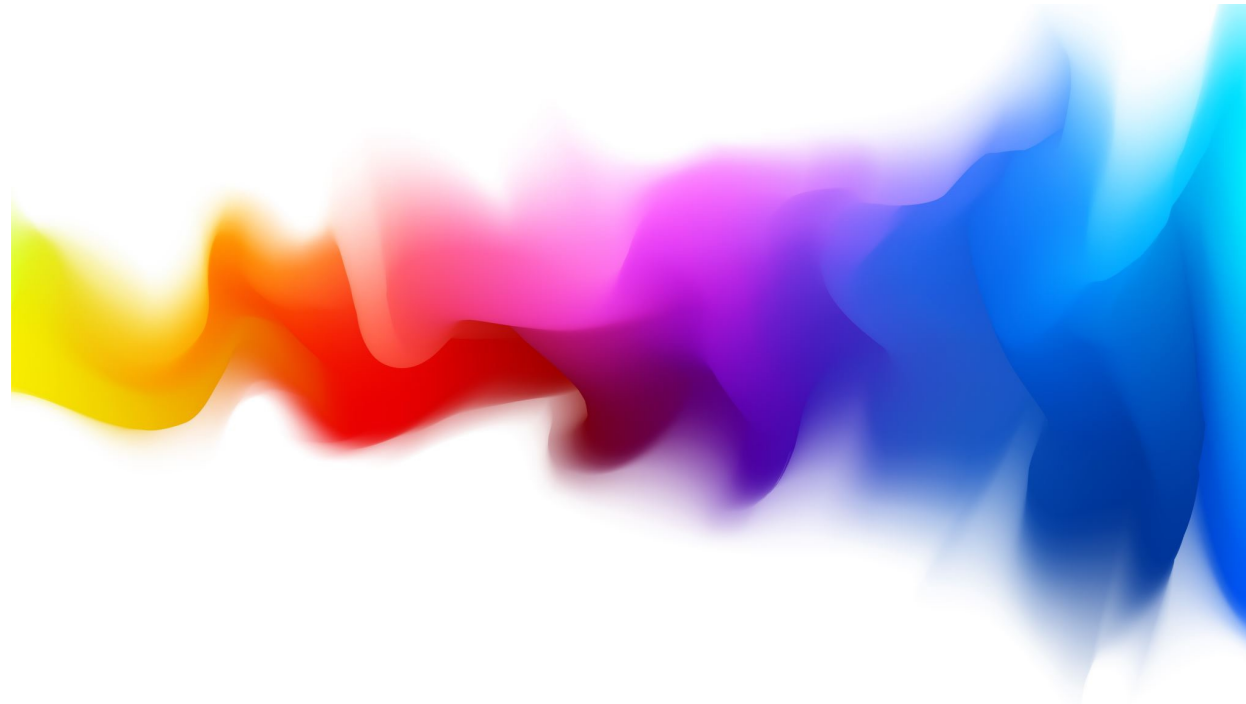
Operationalizing the Servingness Framework: Metrics for Institutional Transformation at HSIs

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THE UNIVERSITY
OF ARIZONA

UCSB



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Program Committee

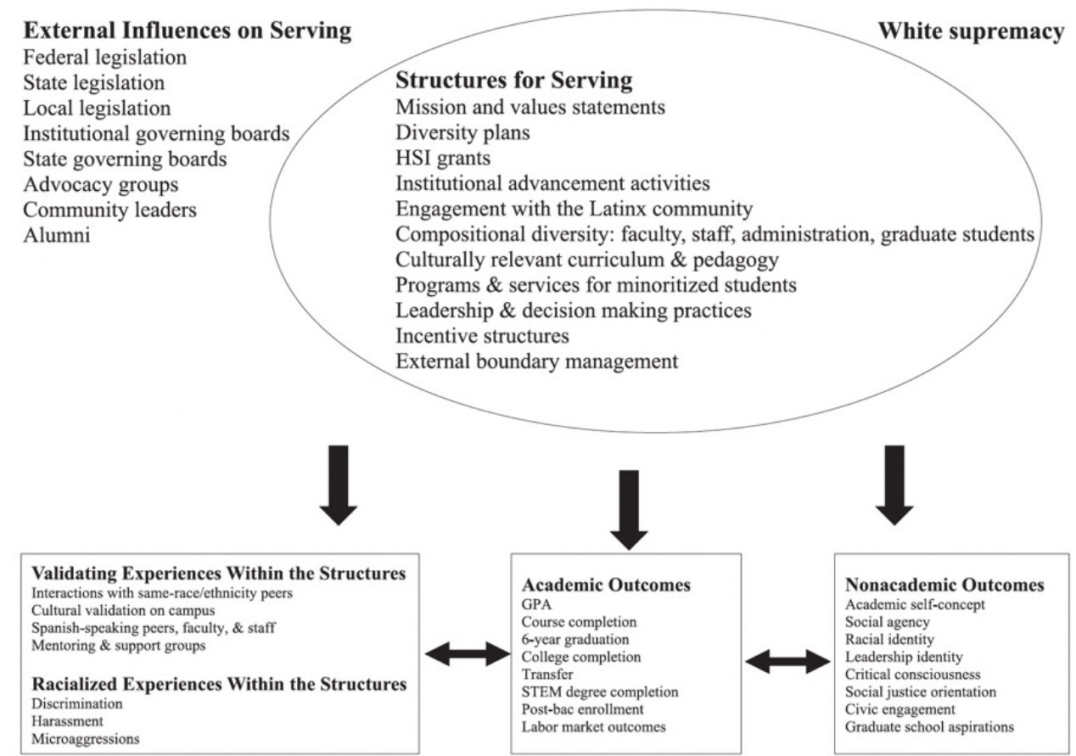
METRICS TO ASSESS SERVINGNESS AT HISPANIC SERVING INSTITUTIONS

- *How do we measure progress toward becoming an institution that serves the racially, ethnically, and economically diverse set of students at Hispanic-Serving Institutions?*
 - **WITHIN A SET OF INCREASINGLY DIVERSE ORGANIZATIONS?**

Conceptual framework of institutional transformation (IT)

- Practices, processes, and regulations/policies that change and disrupt the status quo leading to the outcome of servingness.
 - **Structures for serving (tangible organizational structures)**
 - **Indicators of serving (measurable outcomes and experiences).**
- Concept Papers
 - What did our research group do?
 - What do some of the answers look like?

FIGURE 1 - MULTIDIMENSIONAL CONCEPTUAL FRAMEWORK OF SERVINGNESS IN HSIS | Garcia, Núñez, & Sansone, 2019



flexibility to fit a range of multiple-identity HSIs

beyond circumscribed student success programs

The screenshot shows the NSF ADVANCE website. At the top, the NSF logo and "National Science Foundation" are visible. The navigation bar includes links for "Funding & Awards", "News & Events", "Science Topics", and "About NSF". Below the navigation bar, the main heading reads "ADVANCE: Organizational Change for Gender Equity in STEM Academic Professions (ADVANCE)". To the right of the heading, a button says "View guidelines 20-554". Below the heading, there is a link to "Search for more funding opportunities" and a section titled "Important Information for Proposers" which states: "A revised version of the NSF Proposal & Award Policies & Procedures Guide (PAPPG) (NSF 22-1), is". At the bottom, there is a section titled "Upcoming due dates" which includes a bullet point: "Preliminary proposal required Due April 27, 2023".

Building on the Work of our Antepasadas y Gigantes

- AND we hope complementing their foundational and essential efforts



Bensimon et al.
scorecard

Bensimon, E. M. (2004). The diversity scorecard: A learning approach to institutional change. *Change: The magazine of higher learning*, 36(1), 44-52.

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Malcom-Piqueux, L. E., & Mara Bensimon, E. (2015). Design principles for equity and excellence at Hispanic-serving institutions. *Perspectivas: Issues in Higher Education Policy and Practice*.

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Excelencia in Education
Seal Process

Seal of Excelencia Framework:
<https://www.edexcelencia.org/seal/seal-excelencia-framework>

Santiago, D. A., Calderón G, E., & Taylor, M. (2016). From capacity to success: HSIs, Title V, and Latino students.

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Expanding
Scholarship
on HSIs and
Servingness

Hurtado, S., & Alvarado, A. R. (2015). Realizing the potential of Hispanic-serving institutions: Multiple dimensions of organizational transformation. In *Hispanic-Serving Institutions*(pp. 25-46). Routledge.

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Garcia, G. A. (Ed.). (2020). *Hispanic Serving Institutions (HSIs) in Practice: Defining" Servingness" at HSIs*. IAP.

Gonzalez, E., Ortega, G., Molina, M., & Lizalde, G. (2020). What does it mean to be a Hispanic-Serving Institution? Listening to the Latina/o/x voices of students. *International Journal of Qualitative Studies in Education*, 33(8), 796-809.

Rivera, J., & Núñez, A. M. (2022). Staff at Hispanic-Serving Institutions: Debugging Challenges in Navigating Computer Science. *About Campus*, 27(1), 38-47.

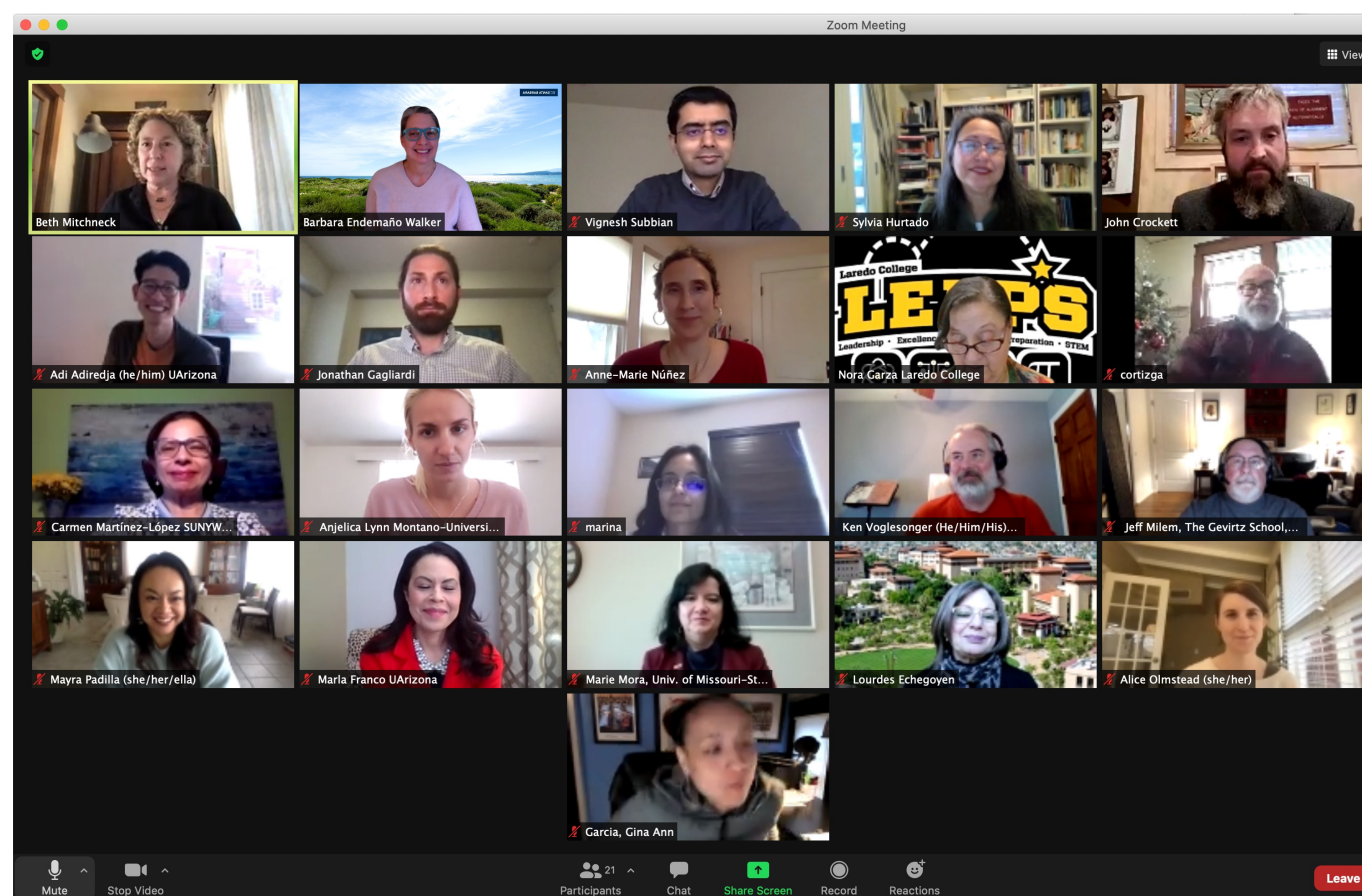
Arellano Jr, L., Cuellar, M. G., & Gonzalez, A. M. (2022). Accountable to whom? Reimagining Hispanic serving institutions' financial models. *New Directions for Higher Education*, 2022(198), 87-99.

Conference: Measuring Success of Institutional Efforts at HSIs

HRD#2037922

Aditya Adiredja
 John Crockett
 Lourdes Echegoyen
 Marla Franco
 Jonathan Gagliardi
 Gina Garcia
 Nora Garza
 Sylvia Hurtado
 Carmen Martinez-Lopez
 Jeffrey Milem
 Marie Mora
 Anne-Marie Nunez
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 Mayra Padilla
 Matthew Presser
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 Kenneth Voglesonger
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 Contra Costa College
 Mercy College
 Google Cloud
 FI Intl University
 University of Kansas
 UArizona
 NE Illinois University
 UCSB



Project Goal: produce a set of alternative metrics of institutional success at HSIs to measure progress on path toward Servingness

Example Whiteboard Jam: Federal govt stops using 4 & 6-year graduation rates; what key measures will replace?

Photos - Prepossession question whiteboard.png

Unmute Stop Video Security Participants 24 New Share Pause Share Annotate More

You are screen sharing Stop Share

Prepossession question whiteboard.png

Metrics should they use to measure institutional change at HSIs?

Tenure & promotion based on these transformative ideas, not # of pubs

Representation of Full Professors

Visibility of knowledge produced and applicability to policy processes

Convergent curriculum

average number of students/faculty mentored in research

HSIs as resiliency hubs for their communities

% of undergrad students engaged in research/experiential opportunities.

Tenure and promotion metrics that include community engagement, mentorship, participation in peer processes and applied research.

Communities of color advisory boards to the President (that are real)

Representation in faculty and administration

Student Self-Efficacy

Awareness, Visibility, and Community Engagement in terms of Servingness

Proportion of the curriculum with learning outcomes focused on servingness

should the "replacement metric" be specific to the

% Latinx graduate students equitable by % Latinx

Value placed on mentoring and building authentic relationships with students

Decrease in instances of racism and microaggressions, which are rampant in HSIs (according to

HSIs as boundary spanning organizations

Innovation in teaching and learning

Valuing social innovation just as or more than technological innovation

Number of students who are supported in Work-Based Experiences either embedded or co-curricular

Number of faculty who support these efforts

Depth of pipeline partnerships

Students' sense of belonging to the discipline

Proportion of students whose full financial need is met with funding that doesn't have to be repaid

Community embeddedness

sometimes we're afraid to use really long-term measures, where did The Squad In Congress go to college? \$\$ for those.

successful employment or entrance into advanced degree programs after graduation

Extent to which campus is culturally responsive to students in curriculum and mentoring

Leadership? turnover

? HSI as prosumer

Post tenure review

KSA (Knowledge, Skills, Attributes) evaluations of faculty related to cultural competency tests not training?

Student Involved in policy-making

incentive structures for faculty that encourage student-centered and culturally responsive practice

students with "holistic" (for lack of better word) racial/ethnic, personal, &

Presence of symbolism, iconography, reflected in the physical infrastructure of the institution (buildings? parties?)

Civic engagement

\$\$ of research programming in culturally relevant topics and impact

getting HSIs out of the periphery of scientific knowledge creation

Leadership reflects the student population

How does the Institution value the unique attributes and gifts that students bring

Both Michèle and

♥: resonates

✓: got it

?: what does this mean?

☆: Agreed

HOW TO FIND THE REPORT

<https://hsi.arizona.edu/hsi-initiatives/nsf-project-measuring-institutional-change-across-diverse-hsis>



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
**School of Geography,
Development &
Environment**

OPERATIONALIZING THE SERVINGNESS FRAMEWORK:

*METRICS FOR INSTITUTIONAL
TRANSFORMATION AT
HISPANIC-SERVING INSTITUTIONS*

CONFERENCE PROCEEDINGS:
MEASURING SUCCESS OF INSTITUTIONAL
EFFORTS AT HISPANIC-SERVING INSTITUTIONS

PI: BETH MITCHNECK, PROFESSOR EMERITA,
UNIVERSITY OF ARIZONA

*We gratefully acknowledge the support of the
HSI Program at the National Science Foundation
HRD #2037922.*



Concept Papers

- Faculty Success
- Student Success
- Community Engagement
- Research, Scholarship, & Creative Activities (RSCA)
- Institutional Success



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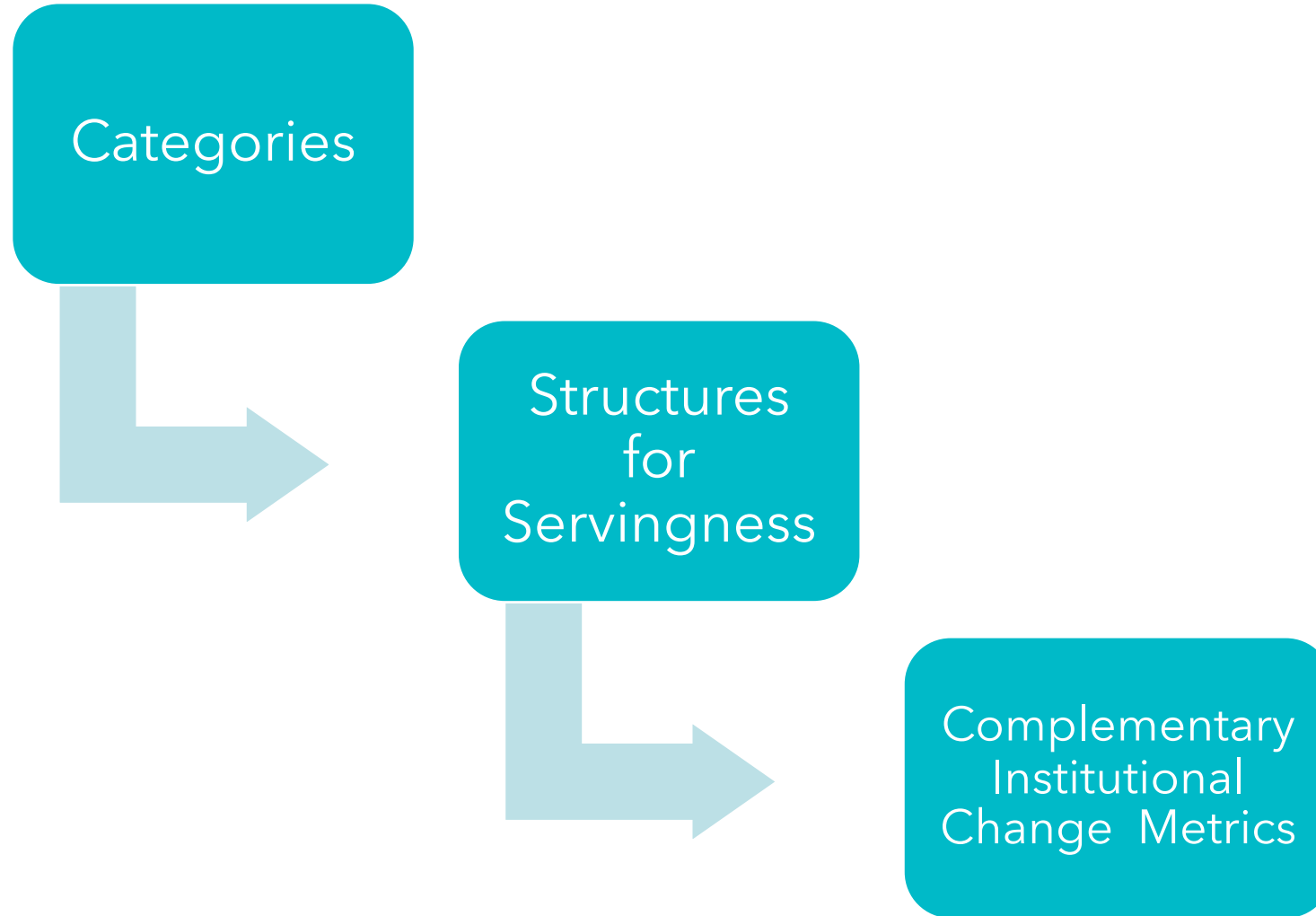
CONFERENCE PROCEEDINGS:
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Hierarchy of Concepts



Student Success



Servingness & Student Success

Typical metrics for student success

- 4- and 6-year graduation rates
- First year persistence rates
- Average GPA
- Percent Latinx enrollment
- Rate disparities with other racial-ethnic groups

Student Success Metrics for Institutional Transformation at HSIs

- Meeting Basic Student Needs
- Sense of Belonging
- Multi-Dimensional Revisioning of Degree Completion

Sample Institutional Change Metrics: Student Success

Structures: Programs & services for minoritized students, Validating experiences within the structures, Academic outcomes, Validating experiences, Racialized experiences



Meeting Basic Needs

- Food
- Housing
- Mental & physical health
- Transportation
- Employment
- Textbook & Technology Access
- Student access to Covid-19 recovery

A Sense of Belonging

- Survey & data collection
 - Institution
 - Department
 - Classroom
 - Higher education

Multi-dimensional Revisioning of Degree Completion

- Goal upon entry
- Inclusive of certificates and co-curricular activities
- Expand timeframe
- Pathways to family-sustaining wages

Research, Scholarship, & Creative Activity



Servingness & Research, Scholarship, & Creative Activity

Typical metrics for research are often separate from student success:

- Research expenditures
- # and \$ value of proposals and awards
- Patents and industry alliances
- Publications per project
- Carnegie Classification and Nobel prizes

Research Metrics for Institutional Transformation at HSIs:

- HSI Grants (Grants and Contracts)
- Compositional diversity
- Incentive structures for faculty and research teams
- Culturally relevant pedagogy and curriculum (UR experiences)
- Engagement with the Latinx community (community based research)

Sample Institutional Change Metric: Servingness & Research, Scholarship, & Creative Activities

- **Structure: Contracts and Grants**

Institutional Infrastructure for Contracts and Grants

- Are there “adequate” staff and resources for grant submission and management
- Professional development for faculty and staff in proposal development and writing

Systematic Process to Develop Grants that Serve Latinx Students

- HSI Student Success Programming AND RSCA
- Institutional data available and inform evidence-based objectives
- Broad institutional engagement with HSI grants

Engagement with funding agencies to reframe epistemologies of RSCA at HSIs

- Faculty/staff serve as grant proposal reviewers
- Government/federal relations office involved in agency outreach and with electeds related to HSI funding & agencies
- Institutional participation in advocacy organizations such as HACU

Institutional Advancement for RSCA

- Engaging private industry, and other donors for RSCA funding
- Linking research to workforce development and industry partnerships
- Endowment mechanism in ED HSI grants and matching opportunities
 - **Example:** Florida International University (FIU) Foundation established Office of Inclusive Philanthropy that focuses on advancing systemic change, with philanthropy as a major driver.

Community Engagement



Servingness & Community Engagement

Typical metrics for community engagement

- Gown towards town public service
 - K-12 outreach programs
 - Local fundraising and development efforts
 - Unidirectional knowledge dissemination
-
- **Community Engagement Metrics for Institutional Transformation at HSIs**
 - Liberatory student outcomes
 - Equitable and bi-directional institutional partnerships
 - Community needs reflected in university activities

Sample Institutional Change

Metrics: Community Engagement

- Composition of Board of Trustees or Foundation Board to reflect engagement with Latinx local, regional, and national Latinx communities;
- Foundation and development activity, fundraising areas focused on Latinx community;
- Research and program collaborations with other IHEs benefiting Latinx community;
- Carnegie Classification of Engaged Institution;
- Incentive structures to encourage and reward faculty, students, and staff for community engagement, public scholarship, community-based research, and culturally congruent STEM education.

Sample Institutional Change Metrics: Community Engagement

- **Structures: Engagement with Latinx Community; Institutional Advancement Activities**



Students

- Measures of student civic engagement
- Measures of student political engagement
- Measures of racial identity development for students

Institution

- Composition of Board of Trustees or Foundation Board to reflect engagement with Latinx communities;
- Foundation and development activity, fundraising areas focused on Latinx community
- Carnegie Classification of Engaged Institution
- Development/Advancement Office Staff

Community

- Co-creators with university leadership and faculty on programs and activities
- Community needs reflected in university activities' Hispanic-serving community activities

Faculty Success



Servingness & Faculty Success

Typical metrics for faculty success are often separate from student success:

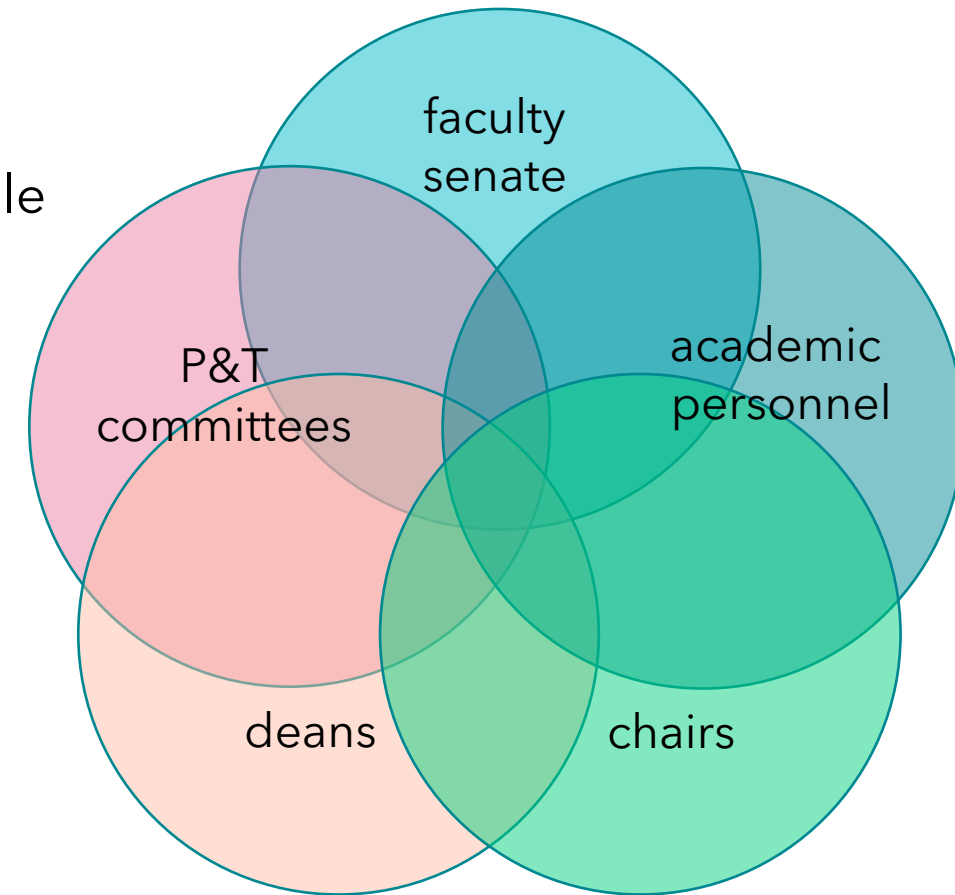
- Teaching evaluations (separate from student success measures in the same classes)
- Publication productivity - # peer-reviewed articles or books, citations
- Research productivity - grant and contract \$ and expenditures
- Service (to institution and discipline) - # of committees

Faculty Success Metrics for Institutional Transformation at HSIs:

- Culturally relevant curriculum and pedagogy
- Faculty engagement with the Latinx community and diverse students
- Programs & services for minoritized students
- Incentive structures for faculty reward and accountability

Sample Institutional Change Metric: Faculty Success

- **Structure: Faculty Incentives and Rewards**
- Creating incentives and policy changes to codify the role that faculty play in achieving servingness
- Indicators and expectations across:
 - Recruitment
 - Hiring
 - Retention
 - Tenure and promotion
- Professional development for faculty related to serving Latinx students in every area of evaluation for faculty performance
- Support for faculty thriving and well-being



Alignment among various offices
with influence

Sample Metrics for Recruitment, Hiring, and P&T

Recruitment

- Does the job announcement and desired qualification foreground servingness and student success?
- Does institution require statements of inclusive excellence?
- Is the applicant pool diverse?

Hiring

- Do search committees (or all faculty?) get DEI, implicit bias, and anti-racism prof dev?
- Does the search committee use an evaluation matrix to guide consideration of candidates?
- Does the institution have policy and processes for partner hires?

Retention

- Mentoring / sponsoring programs and practices
- Service and promotability aligned and equitable
- Professional development
- Faculty well being
- Housing
- Child and elder (family) care resources

Promotion and Tenure

- Incentives, rewards, and awards recognizing servingness-related accomplishments
- Additional servingness criteria embedded within the teaching, research, and service
 - **Example:** University of California APM 210 - policy recognizes faculty contributions to diversity.
- Do performance evaluations of Department Chairs and Deans incorporate departmental, divisional, and faculty engagement in servingness activities?

Institutional Success



Servingness & Institutional Success

Typical metrics for institutional success

- 4- and 6-year graduation rates
- First year persistence rates
- Average GPA
- Percent Latinx enrollment
- Rate disparities with other racial-ethnic groups

Institutional Success Metrics for Institutional Transformation at HSIs

- Meeting Basic Student Needs
- Sense of Belonging
- Multi-Dimensional Revisioning of Degree Completion

Sample Institutional Change Metrics: Institutional Success

Structures: Mission and value statements; Campus workforce compositional diversity; Incentives; Institutional Advancement Activities; Institutional Racism & Change Efforts

Mission and Value Statements

- Analysis of mission & value statements
- Analysis of institutional documents for HSI status
- Review of key policy documents for consistency with servingness

Campus Workforce Compositional Diversity

- Student, faculty, staff, leadership hire, retention, advancement data
- Tracking compositional diversity of contingent faculty titles
- Pay equity within titles

Incentives

- Annual performance reviews inclusive of serving diverse student populations
- Professional development activities in support of servingness
- Institutional recognition for staff and faculty roles in servingness

Let's Talk Servingness

- Brainstorm about institutional change metrics to measure progress toward servingness.



TOPICS

- Student Success
 - Meeting basic needs
 - Sense of Belonging
 - Multi-Dimensional Revisioning of Degree Completion Metrics
- Research, Scholarship, & Creative Activities (RSCA)
- **Faculty Success**
- **Community Engagement**
- Institutional Success

Typical metrics for **faculty success are often separate from student success**

- Teaching evaluations (separate from student success measures in the same classes)
- Publication productivity - # peer-reviewed articles or books, citations
- Research productivity - grant and contract \$ and expenditures
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Typical metrics for **community engagement are often distinct from institutional designations**

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- Unidirectional knowledge dissemination

**THANK
YOU!**

