

# Frameworks for Informing & Assessing Servingness at HSIs

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## Agenda

- Background
- Overview of Frameworks
- Discussion



# HSI Background

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## HSIs: Invisible no more

2014: White House Commission on Educational Excellence for Hispanics  
(now Advancing EE, E, and EO for Hispanics) brief on accountability

2014: NSF informal briefing on HSIs

2016: Institutional diversity typology

2017: Congressional mandate leads to NSF HSI Program creation

2018: Transforming STEM Education in HSIs: A Consensus Report

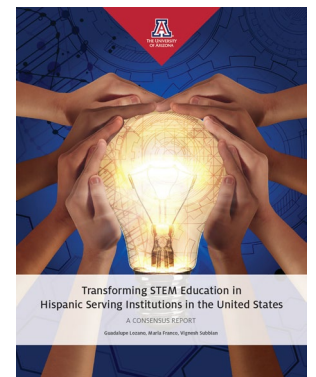
2018: National Science Board Science and Engineering indicators break out HSIs

2019: NASEM report on MSIs and HSIs' contributions to STEM

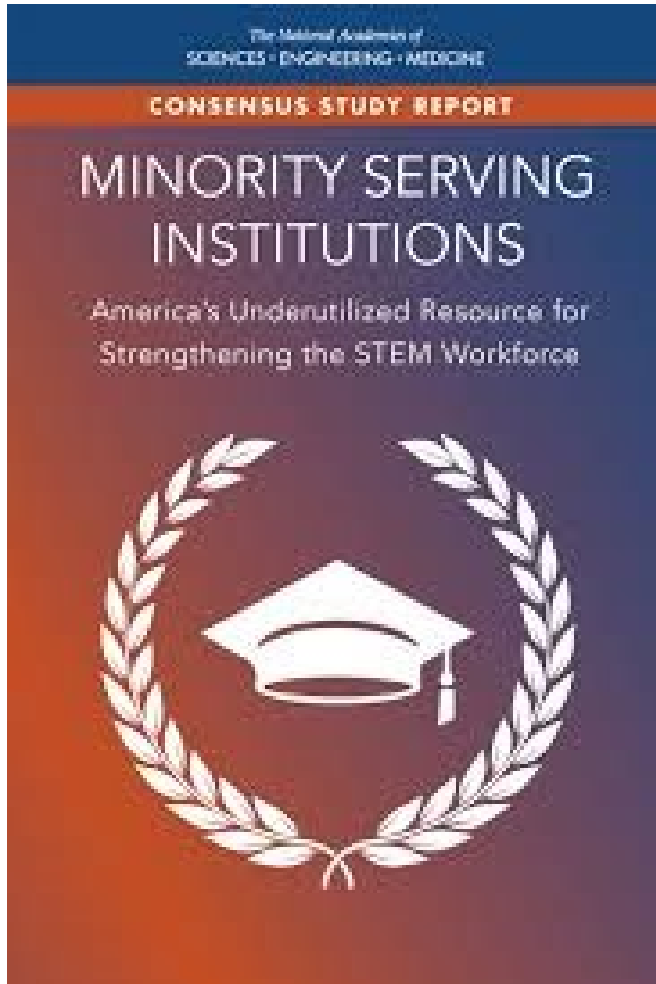
2019: Synthesis of research on Hispanic “servingness”

Garcia, G. A., Núñez, A.-M., & Sansone, V. A. (2019). Toward a Multidimensional Conceptual Framework for Understanding “Servingness” in Hispanic-Serving Institutions: A Synthesis of the Research. *Review of Educational Research*, 89(5), 745–784. <https://doi.org/10.3102/0034654319864591>

Lozano, G., Franco, M., & Subbian, V. (2018). Transforming STEM Education in Hispanic Serving Institutions in the United States: A Consensus Report. <http://dx.doi.org/10.2139/ssrn.3238702>



## MSIs and HSIs: Intentionality in leadership



1. Dynamic, multilevel, mission-driven leadership
2. Institutional responsiveness to meet students where they are
3. Supportive campus environments
4. Tailored academic and social supports
5. Mentorship and sponsorship
6. Undergraduate research experiences
7. “Mutually beneficial” public and private-sector partnerships

(NASEM, 2019, p. 4)

# HSIs lead in inclusive opportunity in STEM and beyond



2018: Computing Alliance of Hispanic Serving Institutions (CAHSI) is one of first five NSF INCLUDES Alliances funded, the only one led by HSIs.

2019: UTEP becomes first institution already an HSI to become R1 (most highly research active) institution.

2021: UTSA becomes the second HSI to reach R1 status.

2022: The Hispanic Serving Research University Alliance (HSRU) is launched.

2022: National Hispanic-Serving Institutions week is proclaimed.





## Before 2015, there were no R1 HSIs, but...

Institutional diversity of HSIs is increasing, with the first AAU institution becoming an HSI in 2015 (UC Santa Barbara), followed by UC Irvine (2017) and University of Arizona (2018).

UTEP was the first institution that was an HSI *before* it became an R1, in 2019.

In 2023, 21 institutions are now *both* HSIs and R1s, and have formed the Hispanic-Serving Research University Alliance (HSRU).

Combining the HSI and R1 organizational identities (and becoming HSIs) presents complex challenges *and* opportunities to apply new frameworks.



# HSI Frameworks

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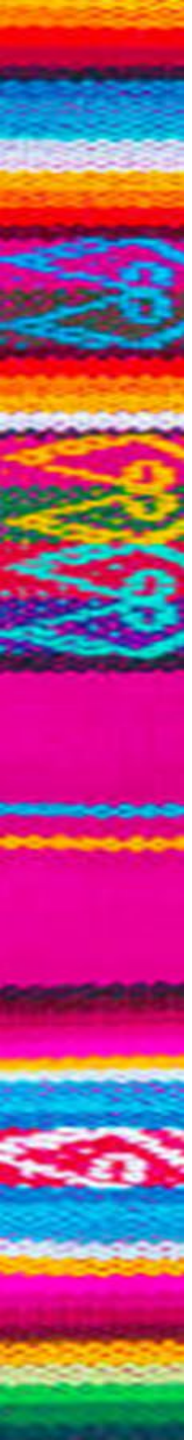


## **HSIs: Three critical and complementary lenses**

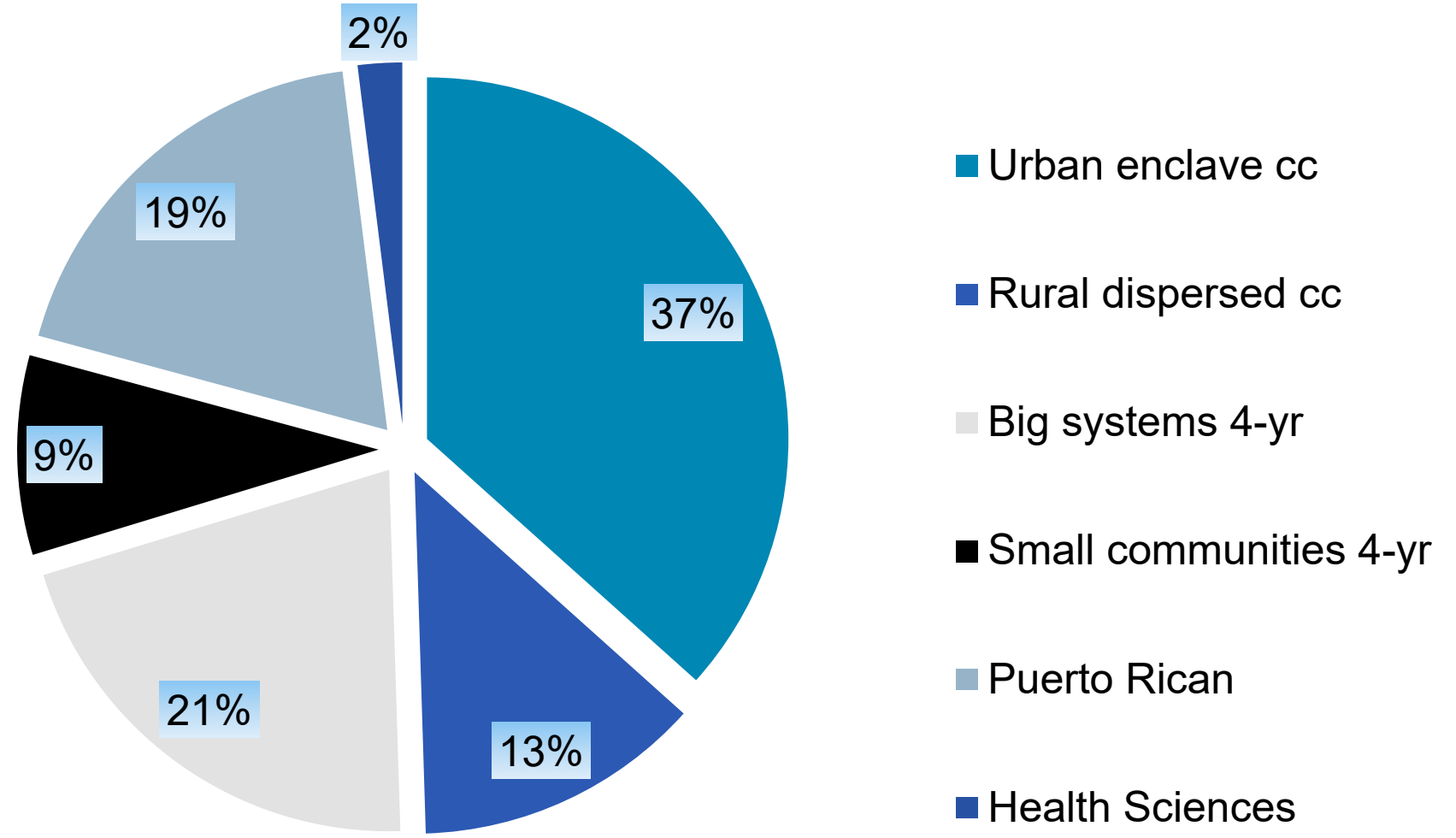
**Institutional Diversity** (systemic view) – not-for-profit institutions, 2- or 4-year, vary by mission  
– servingness may apply in different ways in different institution types

**Servingness** (organizational view) – organizational culture  
– servingness may apply in different ways in different units (e.g., by discipline – may look different in computer science vs. ethnic studies)

**Intersectionality** (attending to multiple social identities and structural levels)  
– servingness should be tailored to students' multiple and intersecting identities



## Institutional Diversity of HSIs

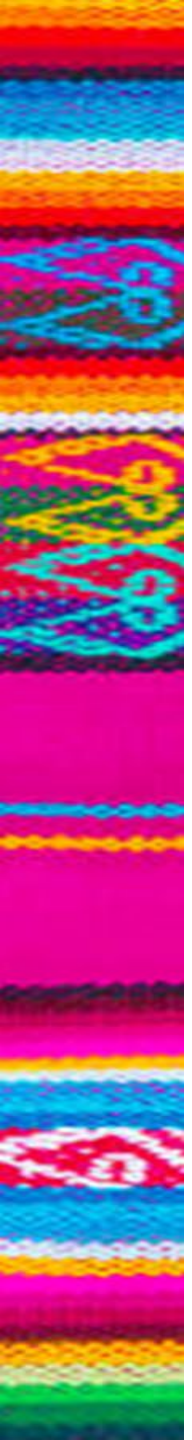


Nuñez, A.-M., Crisp, G., & Elizondo, D. (2016). Mapping Hispanic-Serving Institutions: A typology of institutional diversity. *Journal of Higher Education*, 87(1), 55-83.

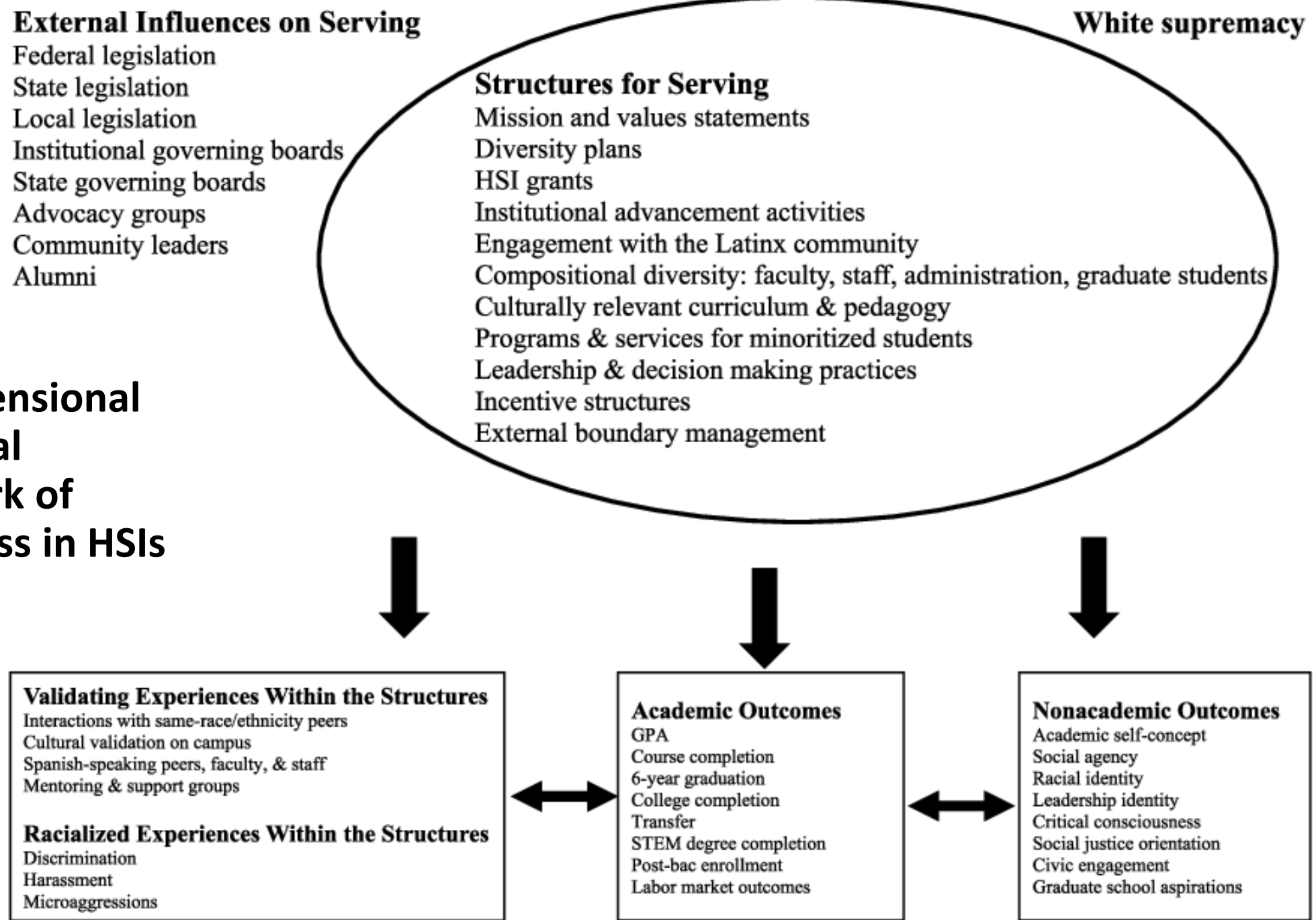
# Typology of Hispanic-Serving Institution Organizational Identities

Organizational Outcomes for Latinxs	High	Latinx-Producing	Latinx-Serving
	Low	Latinx-Enrolling	Latinx-Enhancing
		Low	High

Organizational Culture Reflects Latinxs



# Multidimensional Conceptual Framework of Servingness in 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

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*We gratefully acknowledge the support of the  
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### PURPOSE:

- Develop a series of measures that reflect institutional change specific to HSIs
- Develop a consensus definition of institutional change specific to the goals of the HSI Program and then a set of measures to reflect successful change
- Measures were developed with respect to the diversity of institutional types (Nuñez et al. 2016) and focused on outcomes related to:
  - Institutional Success
  - Faculty Success
  - Student Success
  - Community Engagement
  - Research, Scholarship & Creative Activity



## Program Committee



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# 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

## Metrics for Institutional Transformation at HSIs

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

# Toward Intersectional Use of Data



Race-conscious: Disaggregated by race (practice: conferences to meet role models from similar backgrounds, race-based clubs)

Gender-conscious: Disaggregated by gender (practice: conferences to meet role models from similar backgrounds, race-based clubs, community-building)

Intersectional: Disaggregated by gender and race (practice: special programs for Latinas)

To (1) navigate external influences (e.g., accreditation), (2) sharpen data use beyond compliance, (3) identify areas for continuous improvement (e.g., disparities in graduate education led to efforts focused on graduate education beginning in 2022, adding members of HSRU)

Núñez, A.-M. (2023). Examining organizational behavior of Hispanic-Serving Institution computer science departments: Toward servingness and equity in the field. *Journal of Women and Minorities in Science and Engineering*, 29(2), 75-96.

DOI: 10.1615/JWomenMinorScienEng.2022038505





# 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:**

- Add Scholarship and Creative Activities to phrase – RSCA - decentering STEM research
- Contracts and Grants
- Recognize and reward culturally congruent RSCA – indigenous knowledge creation, Latinx community-based RSCA, challenging privilege and positionality is fundamental to the production of knowledge
- How can HSIs influence funding agencies?
- Diverse RSCA teams require compositional diversity and inclusive climates
- Fundamental linkages between faculty RSCA and RSCA experiences for students

# Power of HSI Alliances



HSIs develop inclusive excellence on their own terms instead of imitating Predominantly White Institutions

HSIs can learn from each other, and inform equity practices in non-HSIs

Potential to engage multiple types of HSIs – community colleges, public 4-years, research universities

Clarify *and* refine HSI servingness approaches to equity in educational attainment



# Metrics for Institutional Transformation at HSIs

- What **institutional change metrics** would you use to measure progress toward servingness?
- **As an alliance of R1 HSIs**, what change metrics might we use to measure progress toward servingness?