![Salem State University logo]

Roadmap to Servingness:

**Preparing to become a
Hispanic and Minority Serving Institution;
reducing gaps and fostering success for all students.**

**Salem State University is Proud to be an Emerging
Hispanic and Minority Serving Institution**

salemstate.edu/HSI   HSI@salemstate.edu

Contents

INTRODUCTION

Salem State University has always been proud of its diverse student body and focused on student success. Currently, Hispanic and Latinx students make up the largest and fastest growing "minority" student population, both at Salem State and in the Commonwealth. Within the next few years, SSU anticipates being able to attain the federal designation of a Hispanic and Minority Serving Institution (HSI-MSI) based on our student enrollment. This designation will help cement our identity as a leader in public higher education in MA and will allow us to better serve our diverse student population and access additional funding sources to implement high impact practices to benefit all our students.

In 2022- 2023, 40% of SSU students identified as students of color, and 22% identified as Hispanic. Salem State is currently designated by the Hispanic Association of Colleges and Universities (HACU) as an emerging HSI. It is expected that SSU can attain the full designation and become eligible for additional federal grants by 2025 or 2026. At this point in time, there are six federally designated HSI's in Massachusetts: five community colleges and one technical college. SSU is poised to become the first comprehensive university in the Commonwealth to achieve the HSI-MSI designation. To learn more about the federal designation see Appendix A and Appendix E. While we are interested in pursuing the designation, our true aim is to better serve all students, inclusive of our communities' racial and cultural diversity. Note that while we use the term "Hispanic" to follow federal practices, we also use other terminologies throughout this document that are more often used within our community such as Latino/a, Latinx, Latine, etc. For more information on terminology, see Appendix A.

The *SSU Roadmap to Servingness* was developed to help Salem State prepare to become a Hispanic and Minority Serving Institution. Serving our students goes beyond enrolling students, it is about expanding support and providing a transformative educational experience that leads to student success. By focusing on becoming an HSI-MSI and attending to traditionally underserved students, we can implement strategic decisions to serve every student equitably through high-impact practices informed by clear and accurate data.

Although the federal designations are determined based on undergraduate student data, for Salem State to achieve true servingness, all HSI-MSI initiatives must be integrated into all aspects of the university, including the School of Graduate Studies and Continuing Education networks and systems.

While SSU has been planning for this future designation for some time, the 2022-2023 academic year brought it into a clearer focus. Several groups of faculty, staff and students participated in national conferences, and presentations were shared with multiple campus constituencies. In spring 2023, the inaugural Faculty Fellow for Emerging HSI-MSI Initiatives facilitated a reading group, with more than 40 participants, to read and discuss Gina Garcia's *Becoming Hispanic Serving Institutions*. We learned that HSIs can cultivate a Latinx-serving identity by focusing beyond enrollment and providing a positive campus climate, support programs for Latina/o students, and engagement with the Latina/o community. As an MSI, these efforts will be extended to all underrepresented students.

This Spring 2023, President John Keenan charged Interim Vice President for Diversity and Inclusion Keja Valens to create a working group of students, faculty and staff to develop this *Roadmap* with recommendations to help our campus better serve all students by centering Hispanic or Latinx students and "minority" students, with a focus on reducing disparities in student success and fostering a climate where all students, faculty, and staff can thrive. Co-chaired by Elisa Castillo and Keja Valens, the HSI-MSI working group was organized into six sub-groups: eligibility and applications; community building; engagement and communication; campus culture; curriculum, pedagogy, and research; and academic policies, pathways and partnerships. Each subgroup reviewed current institutional practices, identified best-practices, and made actionable short- and long-term recommendations. Over 50 community members—students, faculty and staff--participated in this effort and shared recommendations at the end of Spring 2023. The work is summarized in this document.

The *SSU Roadmap to Servingness* provides recommendations for how to center institutional practices around the experiences of students of color and how to implement high-impact practices that will reduce achievement gaps. This includes attaining the federal designation and preparing for funding opportunities, and creating a more welcoming environment where students have access to the resources, curricular and co-curricular experiences to help them thrive. The Appendices include expanded information about our student data, terminology, and additional information about our Hispanic and Latinx and other underserved communities.

The *SSU Roadmap to Servingness* aligns with institutional priorities such as the Massachusetts Board of Higher Education (BHE) Strategic Plan for Racial Equity, the SSU Strategic Plan, assisted by the goals of the *Meet the Moment*™ Comprehensive Campaign (see Appendix B). The *Roadmap* supports our institutional mission to "prepare students of diverse backgrounds and interests to achieve their educational and career goals and contribute to a global society as ethical and engaged community members."

The implementation of the *SSU Roadmap to Servingness* will be led by the Inclusive Excellence and the Assistant Vice President of HSI-MSI Initiatives Elisa Castillo, in collaboration with campus leadership and the campus community. Implementation teams will be formed to help spearhead priorities and make sure that efforts are collaborative and build upon campus structures, integrating the work into our campus fabric. Efforts will be data informed and outcomes will be shared with the campus community. The *Roadmap* is a living document and will be updated to meet evolving needs and priorities. Funding for this work will come from a combination of current budget allocations, new fundraising efforts, and future state and federal grants.

We are grateful to SSU students, faculty, staff, and leadership who have engaged and assisted with these efforts. We are looking forward to working together to create an educational environment where all students can succeed and thrive.

Keja Valens, Interim Vice President for Diversity and Inclusion

Elisa Castillo, Assistant Vice President for HSI-MSI Initiatives.

SSU ROADMAP TO SERVINGNESS RECOMMENDATIONS

Global Recommendations for Data Informed High Impact Practices

All HSI-MSI efforts should be data informed, with an expansive understanding of what counts and a critical assessment of how we collect and distribute, aggregate and disaggregate data. Thorough and thoughtful data collection and use will allow us to better understand our community, tell our story and expand high impact practices to become a truly Hispanic and Minority *Serving* Institution. All the recommendations in *Roadmap* will assist the university in meeting our central strategic goal of student success and specific high impact practices stand out as supporting and being supported by all the areas identified in the *Roadmap*.

Increase and improve institutional data collection and analysis, including disaggregated data, to better understand institutional gaps as well as our students, their families and communities, their academic, personal, financial and social needs, and their linguistic and cultural assets and successes. Gather and use clear, shared, regularly updated data to benchmark and inform every aspect of the *SSU Roadmap to Servingness.*

Coordinate data gathering, sharing, and use for SSU Roadmap to Servingness and Strategic Plan.

- Work with CIO and Office of Strategic Planning and Decision Support (SPDS) to improve institutional access and integration of campus data.

- Create a group of campus partners that can assist in data access, collection, analysis, and strategic decision making. Meet regularly to gather and analyze disaggregated data focused on HSI-MSI efforts and student success, with data equity lens.

- Gather additional data to better understand our student population and our surrounding community, focusing on Hispanic- Latinx and under-served communities.

- Share data, analysis, and recommendations with President's Executive Council (PEC) and academic leadership on an annual or biannual basis.

- Make data informed recommendations to campus stakeholders and partners and identify opportunities to address achievement and need gaps.

Implement a multifaceted approach to consistently gather information about our success as an HSI-MSI and areas of improvement, e.g.,

- Expect all campus partners to address HSI-MSI and other minoritized populations in department annual reports;

- Develop additional metrics for transfer students who complete (e.g., SSU transfer retention and graduation rates; SSU's contributions to educating transfer students who leave and complete elsewhere); disaggregate experiences of part-time and transfer students;

- Compare retention and graduation rates among regional sister HSI-MSI institutions and collaborate on best practices;

- Capture and report on multi-dimensional assessments of degree completion (e.g., tracking certificates and co-curricular accomplishments; high A/B/Completion rate courses; high D/F/W rates; completion rates for gateway courses; expand time frame for typical metrics; measure impact on student, family, and community, etc.) and efforts to address disparities and enhance achievement.

Explore broadening measures for student and institutional success to track and report out additional metrics to describe "Servingness" including

- Student measures such as: sense of belonging; participation in high-impact practices (e.g., internships, learning communities, community-based learning, undergraduate research); post-grad outcomes (e.g., employment, graduate study, career opportunities, impact on surrounding communities); social mobility/value proposition (e.g., increased earning potential, financial aid, savings from OER); participation in co-curricular engagement in groups and clubs, leadership opportunities; engagement and encouragement to participate in perceived out-of-reach programs such as Honors Program, Phi Kappa Phi, Research Day, etc. ;

- Institutional measures such as, ability to meet students' basic needs and mitigate financial/policy barriers; institutional inclusivity, bias prevention/intervention; preparation of students to be transformers of inequities in the larger community; ability to reduce cost of education; multidimensional revisions of degree completion (tracking certificates and co-curricular accomplishments, expand time frame for typical metrics, measure impact on student, family and community).

Identify priorities for projects and funding to reduce gaps and implement high impact practices for HSI-MSI's such as:

- Expand cohort models to increase student sense of belonging, persistence and retention;

- Expand advising, mentoring and coaching;

- Increased basic needs and wellness resources;

- Increased access to internships, career preparedness, civic engagement, scholarship, and other hands-on opportunities;

- Expanded leadership programs and culturally affirming co-curricular programs;

- Expanded support to prepare students for graduate study and graduate school application process;

Eligibility and Applications

Overview:

We expect that by 2026 Salem State will reach the 25% Hispanic student enrollment needed to apply to be classified by the U.S. Department of Education as a Hispanic Serving Institution (HSI). When we attain the HSI designation, we also become a Minority Serving Institution (MSI). Achieving HSI-MSI status can impact our student enrollment, retention, graduation rates, student satisfaction, student success, and boost economic opportunities. As we pursue federal designation and future grant funding opportunities, our priority is to implement and expand practices that foster student success for all, and enable our Hispanic or Latinx, and all underserved students to thrive, while simultaneously enhancing the reputation and financial sustainability of SSU. Pursuing the *Seal of Excelencia* will ensure that we are focused on our students' success and engaging in high impact practices.

Short-term Recommendations (Y1-2):

Expand the Inclusive Excellence to include leadership of HSI-MSI efforts; establish a budget, hire staff, including graduate and undergraduate student staff.

- Network with organizations focused on Latino Student Success and HSI's- MSI's such as Excelencia in Education, HACU, Association of Hispanic Serving Institution Educators (AHSIE), the Department of Education (DoE) and others.

- Build capacity to advocate, access, and manage additional funding.

- Build capacity to advocate for local, state, and federal resources and initiatives consistent with HSI-MSI initiatives.

- Build capacity to manage program implementation.

- Partner with campus and community leadership, schools and departments to achieve shared goals.

- Network with other HSI-MSI's and create network of New England HSI-MSI's.

Gather data required for application for the federal HSI designation and the Seal of Excelencia.

- Work with Institutional Strategic Planning and Decision Science and campus partners to access, analyze and track student data trends.

- Track county, state and regional data.

- Follow best practices for HSI-MSI's.

- Follow guidance from the Department of Education and MA BHE.

- Plan for annual deadlines.

Identify needs and opportunities to increase programing and funding.

- Identify priorities for funding for the greatest impact on student enrollment, retention, and success.

- Work with Institutional Advancement to pursue private funds (e.g., *Meet the Moment*™ SSU Comprehensive Campaign); create and update "Case for Support" for multiple HSI-MSI related efforts.

- Monitor federal DoE and state Board of Higher Education (BHE) funding priorities and opportunities.

- Increase support and capacity for grant and proposal writing.

Medium-Long Term Recommendations
(Y2-5; in addition to continuing and expanding the above)

Apply for HSI designation and prepare for federal grants.

- Maintain documentation that will be needed for application and renewal process.

- Establish cycle to review our status and prepare for grant applications annually.

    - Review institutional data and DoE priorities each Fall.

    - Apply for HSI eligibility every Dec/Feb; must be done every year.

    - Develop Comprehensive Development Plan in preparation for grant applications each Spring and Summer.

Reach consensus on additional metrics used to analyze and report on the success of our students and our institution as an HSI-MSI.

- Gather feedback from students, faculty, and staff on how to measure success.

- Identify consistent measures to be analyzed on a semester basis.

- Highlight and communicate campus and student success stories and metrics.

Continue to pursue funding opportunities to meet HSI- MSI priorities and increase student success.

- Increase capacity for grant writing, submission, and post award grant support.

- Identify priorities for funding based on data informed assessment of disparities and achievement gaps.

    - Implement solutions to include policy review, professional development, and student support.

    - Implement and expand high-impact practices for the student population.

- Pursue multiple Federal grants (title III, V, VII) to enhance student success.

- Pursue private funding to implement HSI- MSI initiatives and institutionalize grant funded efforts.

- Maintain outcome data related to funding initiatives.

Prepare for the "Seal of Excelencia."

- Support President Keenan in participating in the *Excelencia in Education Presidents for Latino Student Success* network.

- Engage in bi-annual self – reflection, congruent with the Seal of Excelencia process.

- Engage with the SSITA (search serving institutional transformation assessment tool); apply by 2025.

- Continue to pursue and renew the Seal of Excelencia.

Community Building and Engagement with once and future students and families (alumni, prospective students and families)

> ### Overview:
>
> Truly serving our students, families, and communities' means being sensitive to the needs and assets of multilingual and diverse communities. More data is needed to better understand our community. While the percent of Hispanic students will drive our designations, it is important to ensure that all students of color and their families feel included in our Viking community, and all community members understand the benefits of becoming an HSI-MSI.

Short-Term Recommendations (Y 1-2)

Implement robust data gathering practices to best understand our students and their families, and analyze data to ensure that we know:

- Who are our students now? Language use, specific ethnic identifications and national backgrounds;

- Who are we losing in the Admissions pipeline (including recruitment long before application) and why?

- Who could we attract to SSU as we move closer to full HSI-MSI status?

Outreach and build network with Latinx and diverse communities and organizations on the North Shore.

- Create SSU HSI-MSI external advisory council of community partners.

- Support and network with regional organizations focused on the success of the Hispanic, Latinx, and BIPOC communities.

- Support the McKeown School of Education's engagement with local school districts.

Expand culturally responsive engagement with prospective students, their families, and communities.

- Host culturally responsive and welcoming BIPOC recruitment and community events.

- Highlight culturally responsive activities, services and curricula as part of the admissions process.

- Identify or increase the visibility of resources for students to help them access the university and educational programs (such as transportation, financial aid, wellness, etc.).

- Continue to offer connection and resources in various modalities (in-person/ remote) and languages (English/ Spanish/ Portuguese/ Creole).

- Support student life and campus partners in culturally responsive programs and communication strategies with Viking families.

Create a welcoming on-campus and web presence for multilingual families of prospective and new students.

- Approach multilingualism as an asset and opportunity for all to learn from each other and gain skills that are valuable in the community and workforce.

- Continue to build and support multilingual and multicultural teams in admissions and transfer services, orientation and family programs, etc.

- Increase access to multilingual tours, sessions, and information.

- Translate key materials and provide multilingual support for new students and families participating in open houses, accepted students' day and orientation programs.

- Hire multilingual domestic and international students and graduate students to assist with efforts and partner with the Foreign Languages department as appropriate.

- Create a multilingual SSU resource guide and contact list for new students and families.

- Expand and highlight multilingual support for families during large scale transitional events and celebrations (tours, accepted student's day, orientation, ALANA graduation, commencement). Create consistent resources and expectations.

Improve experience and support for immigrant and undocumented students.

- Update campus policies impacting students with a range of immigration statuses.

  - Review and update policies on admitting undocumented students and residency requirements (update from 2007). Utilize experts or consultants to review and improve practices.

  - Clarify residency and in-state tuition guidelines.

- Create clear public policy welcoming students of all statuses.

  - Review and update public statements related to public safety and ICE.

  - Consult with experts and benchmark other state universities (use Framingham as a reference).

- Provide access to funding for immigrant students.

  - Explore partnership with TheDream.us.

  - Advocate for state and private funds to support immigrant students who are not able to access federal financial aid or in-state tuition.

  - Identifying ways to reduce financial barriers for immigrant students.

  - Create student employment and graduate assistantship opportunities for immigrant, international and multilingual students.

- Create and centralize resources for immigrant students and students with various statuses as part of enrollment management and continuing education.

  - Staff with multilingual employee who is knowledgeable about immigration process and pathways to higher education.

  - Make information more accessible (application process, scholarships, etc.) on the website, and internal resources.

- Educate campus community on our campus population and various immigration statuses to increase knowledge and reduce bias. Provide training to faculty and staff.

Reduce financial barriers to enrollment and persistence for low-income students.

- Increase funding (scholarships, grants,) to reduce affordability gap for underrepresented students, especially those already connected with SSU programs such as Upward Bound, and early college programs.

- Highlight and promote dual admissions programs and other opportunities to access college credit at lower costs.

Engage with Alumni Affairs to create awareness, engagement, and excitement about SSU as an emerging HSI within Alumni network.

- Include HSI-MSI content in Alumni communications, such as Alumni podcast interview.

- Create an Alumni Affinity Latino listserv or Latino/a/e/x Alumni Group to engage with campus efforts and support student success.

Medium-Long Term Recommendations
(Y2-5; in addition to continuing and expanding the above)

Expand strategic recruitment of new and transfer students from underserved communities (collaboration with enrollment management).

- Conduct review and assessment of current outreach and recruitment plans and continue to develop content that appeals to prospective Pell Grant recipients, Latinx and all under-represented students and families.

- Increase use of Spanish and multilingual marketing and press.

- Increase staffing levels and staff training, including dedicated resource for multilingual and immigrant students.

- Expand the transfer connection efforts, including hiring more multilingual transfer coaches.

Expand culturally responsive engagement with prospective students and their families, friends, and communities.

- Explore best practices for HSI-MSI's.

- Create short welcome and student success videos in multiple languages.

- Systematize appropriate handoffs between areas (i.e. from Admissions [recruitment] to campus partners [student life, academic programs]), with special considerations for multilingual families.

Assess and remove barriers to admission for post-traditional students.

- Highlight opportunities for part time students.

- Identify support structures, advising and engagement activities.

Reduce financial barriers to enrollment and persistence.

- Increase financial literacy and expand FAFSA support for students and families.

- Expand access support for scholarships and grants (explore Fidelity Scholar Program).

- Connect with Congressional Budget Office.

Host Biannual Hispanic Student Success and New England HSI Network Conference.

- Partner with Student Life and Student Organizations to host student leadership conference.

- Host state and regional networks and conferences for emerging and established HSI-MSIs.

- Contribute to best-practices for HSI-MSI's in New England with a focus on a Caribbean and Afro-Latinx population.

Communication

Overview:

Internal and external communication is vital to the success of the institution. SSU has an opportunity to brand itself as a leader in HSI-MSI initiatives in New England and attract or engage students and employees who are drawn to our mission and our community. It is important to highlight and celebrate our successes. Our marketing and communications can convey our population, our mission and values, and the benefits of becoming an HSI-MSI. It is also essential to engage our diverse and multilingual families. We currently have limited capacity for multilingual web and print communications. This is an area for improvement as an emerging HSI-MSI.

Short-Term Recommendations (Y1-2)

Public rollout of "What does it Mean to be an HSI-MSI?" Presentation and key messaging –focus on servingness and include affirmations and commitments.

- Create campus posters and social media campaigns at the beginning of the semester.

- Use a "suggestion box" or survey to engage community and gather feedback.

- Highlight HSI week in September and provide educational and engagement programs. Support Hispanic Heritage Month events.

- Ensure a common understanding about the language that we use to discuss/describe Hispanic, Latinx, Latine people and provide programming focused on the heterogeneity and intersectionality of the Hispanic/Latinx community.

Further develop HSI-MSI webpage and canvas page as a hub for students, parents, faculty.

- Build a timeline and post progress on *Roadmap*.

- Highlight campus initiatives and successes that are aligned with the HSI-MSI mission.

- Establish a social media presence for Inclusive Excellence and HSI-MSI initiatives.

- Continue to build out SSU HSI-MSI canvas page as a campus resource.

Embrace becoming a multilingual campus.

- Inventory and develop policies related to multilingual resources, point people and communications.

- Create and/or disseminate campus policies on translation and multilingual accessibility for website, print materials, and live events.

- Create policy on translation and interpretation with a focus on prospective and new students and their families.

- Create policy on comprehensive website internationalization.

- Establish budget for multilingual campus communications that includes staffing, use of vendors, compensation, student employees, print and web costs.

- Establish multilingual directory and resource for new students and families.

Define strategies to communicate a welcoming environment for different audiences: current students, prospective students and families, incoming students, high school counselors, alumni, faculty, staff, media, public, friends, donors/prospects.

- Increase culturally diverse and accessible communication with all constituents.

Medium-Long Term Recommendations
(Y2-5; in addition to continuing and expanding the above)

Develop strong "brand" for SSU as an HSI-MSI where all students belong.

- Collaborate on communication campaigns supporting HSI-MSI initiatives and campus priorities.
  - Ensure consistent branding, starting with: SSU is the Civic Engagement Institution and is proud to be an emerging HSI-MSI.

Integrate HSI-MSI talking points into:

- Admissions presentations, materials, and campus tours;
- Campus events;
- Advancement campaign communications;
- Campus signage, website, social media, videos, printed materials;
- Campus Pride gear.

Implement translation and interpretation policies on campus.

- Acquire appropriate budget to support staff and create multilingual products.
- Centralize process and guidelines.

Web Site

- Execute comprehensive website internationalization.
- Integrate resources and programming for Hispanic, Latinx and "minority" populations across relevant webpages, including prospective students and their families.

Elevate campus spaces to create welcoming and engaging environments.

- Increase murals, public art, and art displays that reflect our community.
- Name conference rooms and/or other spaces to recognize Latinx heritage and icons.
- Create centers for scholarship and resources focused on Latinx communities and other communities of color.
- Create multilingual signage and wayfinding.

CAMPUS CULTURE:
current students; current and future faculty, staff, and administrators

Overview:

A positive HSI-MSI campus culture provides a welcoming and supportive environment where students, staff, faculty, and administrators feel a sense of belonging through events, programming, traditions, diverse curricula, student supports, and a campus climate that is culturally validating. It is important that all constituencies feel respected and valued within our community and have access to resources to help them succeed. SSU has the potential to be the campus where all Vikings care for each other, students can be their true selves and learn from one another, and students develop the tools to make a difference in their communities.

Short-Term Recommendations (Y1-2)

Campuswide professional development opportunities on the what, why, and how of becoming an HSI-MSI to:

- Increase campus understanding of the benefits of becoming an HSI-MSI;

- Increase campus understanding of Hispanic and BIPOC community experiences, needs, traditions and concerns;

- Increase training focused on culturally responsive practices.

Collaborations with HR

- Utilize, compensate, and increase internal multilingual talent and faculty and staff who support Latinx and students of color.

  - Include preference for multilingual skills in all job descriptions.

  - Create equitable practices to support employees who are contributing above and beyond their job description to support BIPOC or multilingual students and employees.

  - Review compensation for student employees who perform skilled multilingual services.

  - Review and implement strategies to recruit and retain faculty and staff of color.

  - Identify effective strategies to recruit staff and faculty from underrepresented groups, including Latinx employees. Review hiring practices to improve the process and be more competitive within the region. Focus on equity and attracting employees and leaders who mirror our campus population.

  - Identify opportunities and best practices to support and retain faculty and staff.

  - Continue and expand support of Employee Resource Group (ERG) initiatives and student, faculty and staff of color community building activities.

  - Expand opportunities to gather and celebrate employees of color.

  - Build reputation as a positive work environment for all employees and build pride as an HSI-MSI.

  - Provide onboarding events that socialize new faculty and staff into SSU as an HSI-MSI.

  - Continue to integrate HSI-MSI materials into campus events such as convocation and commencement to create a welcoming campus culture.

  - Use town hall meetings to inform the campus community of HSI and DEI progress. Use asset-based framework.

Professional Learning in Bias Awareness and Culturally Responsive and Trauma-Informed Pedagogy and Practice

- Support a coordinated professional learning plan for all faculty, staff, and administrators across departments, e.g., Center for Teaching Innovation, Inclusive Excellence.

  - Further develop open education pedagogy practices providing professional development around inclusive teaching, UDL, CRT, Equity-based teaching, trauma-informed pedagogy.

  - Develop professional learning and dialogue around asset and strengths-based language and practices.

  - Increase professional learning and best practices around student advising, including awareness of student schedules, availability, modalities and how to connect with campus resources.

  - Support faculty co-cohort based professional development opportunities.

Clarify and communicate campus bias reporting and response.

Review disaggregated data to identify achievement gaps and work with relevant areas to propose solutions and implement high impact practices.

Support culturally affirming programing and leadership opportunities for students.

Mid-Long Term Recommendations
(Y2-5; in addition to continuing and expanding the above)

Collaborations with HR

- Establish a compensation guideline for student employees who perform skilled multilingual services.

- Increase strategies and funding to recruit and retain faculty and staff from underrepresented groups.

- Increase access to mentoring, professional development, and leadership opportunities for faculty and staff from underrepresented groups.

Campuswide professional development opportunities to address bias and build cultural competency

- Partner with all areas and offices to coordinate and expand current professional development and support in culturally responsive practice.

- Provide access to Spanish language and Latinx culture classes to employees.

- Provide more opportunities to celebrate and learn about the cultural and ethnic backgrounds of our students and staff.

Intentionally build a culture of belongingness through cultural events and activities to engage students, staff, faculty, family, friends. Expand culturally relevant co-curricular activities and programing with on and off campus partners.

Explore and create spaces on campus that welcome and celebrate Latinx cultures and languages.

- Designate a Cultural Café/ Latinx resource room (evaluate in conjunction with other related items). Work with facilities to create more culturally inclusive physical spaces across campus.

Expand high-impact practices to address disparities.

Curriculum, Pedagogy, and Research

Overview:

Currently SSU provides a range of courses that address the Hispanic or Latinx experience. Our general education curriculum includes Latinx, Latin American, and Caribbean studies course in the Diversity, Power Dynamics, and Social Justice, World Cultures, Human Past, and Personal Growth and Responsibility categories and in the First Year Seminar. We also offer a minor in Latin American, Caribbean, and Latino Studies, housed in the Interdisciplinary Studies department. Upon review, the working group recommends raising awareness of the courses currently offered, expanding Latine-focused courses and programs, and creating a center for Hispanic and Latinx scholarship and community. With additional support, SSU faculty and students can expand research and scholarship focused on the Latinx communities and communities of color. Expanded professional development will benefit all faculty, expand equity based and culturally responsive practices, and assist faculty in supporting the mission of the university.

Short-Term Recommendations (Y1-2)

Curriculum

- Distribute and use the "Diversity Minors" handout.

- Using the collected course and curriculum information, develop a shareable, clear, and easily accessible document/handout housed on the HSI website about the current courses and programs available. This list should be shared with advisors and students before every registration period. (Such listings should also be compiled for Black, Asian, Indigenous, and Queer courses and programs.)

- Expand course offerings that address a wide variety of communities and cultures.

  - Survey students and similar institutions for courses that appeal to students.

  - Develop more Latinx specific General Education and First Year Seminar course offerings by incentivizing faculty throughout the colleges to create new General Education and First Year Seminar courses that increase visibility of the experience of Latinx, Indigenous people of the Americas, Caribbean, and Central and South America.

- Support the development of courses that enhance the use of Spanish as an asset, following the example of the UISFL Grant (under CIE) currently funding the creation of a new course "Spanish for Educators" (School of Education and the Department of World Languages and Cultures).

Research

- Increase infrastructure and support for faculty and student research generally, and specifically in areas that serve Latine and "minority" or underserved faculty, students, and communities.

  - Provide faculty with support and incentives for doing research with undergraduate students beyond just unit credit.

  - Study barriers to students excelling in research – solo or in partnership with faculty – and support and facilitate high-impact research practices.

  - Support students in applying for research grants or other national and regional programs.

  - Provide stipends to students engaged in research or scholarship focusing on underserved communities.

- Improve capacity to pursue grants and manage research funding. Highlight efforts to support HIS-MSI-related research.

Academic Leadership (Departments, Shared Governance Committees, Deans, and Provosts)

- Support Inclusive Excellence and the Racial Equity and Justice Institute (REJI) team in project to help academic departments, shared governance committees, deans, and provosts review disaggregated data such as the Dean's List, progression, persistence, DFW data and identify targeted areas of improvement (course redesign, levelling, pre- and co-requisites, etc.)

    o Encourage, support, and incentivize faculty use of course-level analysis of grade disparities using tool developed by SSU Social Work faculty.

Mid-Long-Term Recommendations
(Y2-5; in addition to continuing and expanding the above)

Curriculum

- Review if and how the First Year Seminar and could include HSI-MSI content and practice.

- Expand course offerings that reflect the experience and contributions of Latine people and other underrepresented communities, in all areas of the university, especially in programs of study that have not yet done so.

- Promote and expand opportunities to provide courses, certificates, and programs that enhance the use of Spanish as an asset in courses across the curriculum and prepare students to offer multilingual and culturally competent practice within the Hispanic community.

- Develop a department, subject area, concentration, and/or certificate in Ethnic Studies.

    o Hire faculty with expertise in Ethnic Studies and Latinx Studies.

    o Create as or integrate into a hub for scholarship and community.

Develop a 'Centro', 'Instituto', 'Casa', or 'Casita' that houses core and affiliated faculty, staff, research, programming, student engagement, broader community, and initiatives that center the rich experience of Latinx people in New England and their connections. (Evaluate in conjunction with recommendations for library space, cultural café, and other related items.)

- Create a physical and visible space that serves as a point of pride and reference of the rich student Latinx body is a continual reminder the presence and contributions of Latinx people.

- Create a hub for faculty and staff research and professional activities that center Latinx, broadly defined, experiences.

    o Proactively seek out, invite, and incentivize faculty and researchers that work on Latine issues to share their CVs and research output in the Faculty Experts/Expert Gallery showcase on our website.

    o Increase student, faculty, and collaborative research projects.

    o Develop a university-wide hiring plan to recruit and keep Latinx faculty and experts in Latinx-centered scholarship, especially scholarship that centers the unique demographics of our student population.

ACADEMIC POLICIES

Overview:

We must support institutional efforts to document, review, and update academic policies with a focus on equity and student success. While we have a specific set of officially "Academic policies," all policies at a university impact the academic experience. Thus, to fully ensure servingness in our academic policies we must also review policies related to hiring, applications, admissions, residency, and financial support. Only by providing a welcoming environment that takes into consideration various life factors, academic and cultural backgrounds, and experiences will we be able to foster a climate for academic success.

Short-Term Recommendations (Y1-2)

Propose adoption of the attached assessment tool, or a modified version, by the Academic Policies Committee and the Graduate Education Committee for review of any proposed academic policies going forward. Policy Audit Guide.docx (sharepoint.com)

Priority review of specific academic policies using the recommended policy audit tool.

- Identify undergraduate policies that are deemed most likely to present barriers to academic progress, or opportunities to facilitate students' academic success and/or exhibit more asset-based language.

- Identification of academic policies in the School of Graduate Studies catalog to be reviewed using the same tool.

Support Improvements for testing and placement mechanisms for incoming students, especially first year students, so that they are placed in the appropriate English and Math courses. We must ensure adequate support for students identified as needing additional support in English, Reading or Math to support their prolonged success.

Mid-Long-Term Recommendations
(Y2-5; in addition to continuing and expanding the above)

Support the review of (and submission to governance, if needed) any departmental practices that are being used as policies, especially if they impact progression and may lead to equity gaps.

- For example, a student entered as Exploratory but wishes to declare a major in X. The department requires a minimum grade of 2.75 in the introductory course to approve the declaration; but this policy is not approved by governance, nor does it appear in the catalog.

Support the Governance Committees in the review of policies on General Education, including the competencies, as part of a larger review of the General Education curriculum. Use equity and asset-based lens when making recommendations.

Support departments, schools, and governance committees in the updating of policies that have been identified as contributing to barriers to student success and implement processes to increase transparency and support for success.

ACADEMIC PATHWAYS AND PARTNERSHIPS

Overview:

Currently SSU is expanding admissions initiatives and transfer agreements and creating additional pathways to college education. These efforts support the HSI-MSI mission and remove barriers for students. It is important to highlight these efforts within our internal and external community, measure their impact, make data informed decisions that are consistent with our mission as an HSI-MSI, and secure resources to support students entering SSU along all pathways and throughout their educational journey.

Academic Pathways and Partnerships include:

- Admissions 'SSU Applies to You!' Program. This is a direct admissions program for qualified HS students. Oftentimes students will self-select out of the process. Students from lower socioeconomic or minority backgrounds may have more difficulty completing rigorous admissions processes. This program turns the current model on its head and provides these students with immediate options and encourages them to move forward with confidence. In a CommonApp pilot of 6 colleges, the impact of the pilot was strongest for Black or African American, Latinx, and first-generation students;

- Early College and Promise Year initiatives that continue to serve students from Lynn and Salem, prioritizing minority students and English Learners (EL's) students who might not otherwise be considering college;

- Transfer agreements that particularly serve the HSI-MSI mission such as for the newly developed dual language programs (NSCC for example) that attract native Spanish speakers to complete associate degrees in all fields – Business, Education, STEM, and more. Students learn and receive support in both Spanish and English. Dual language is an asset rather than a 'deficit'. Built into this effort is further discussion and policy change around the awarding of academic credit for community college students in ESL- designated courses as appropriate;

- Policies that welcome our growing population of part-time and students studying in our non-credit American Language and Culture Institute (ALCI) onto our campus. It is important to expand and clarify support for students who often get lost in the shuffle, to map out their pathway to bachelor's degree in a more cohesive manner. It would be helpful to identify support for students who are not necessarily 'international,' such as permanent residents and other students who may have come to the US from elsewhere or are in various stages of English language development.

Short-Term Recommendations (Y1-2)

Leverage and increase partnerships with BHE, local and state government to increase funding and integration of HSI-MSI academic initiatives.

Strategic focus on HSI/MSI mission in prioritizing development of articulation agreements and other institution to institution, and program to program mapping.

- Consider the needs and potential of multilingual students.
- Become the transfer institution of choice for other regional HSI-MSI's.

Leverage and increase partnerships with local school districts and early college programs.

Identify barriers to admission and retention for students participating in partner programs such as Upward Bound or early college, or students coming from SSU's American Language and Culture Institute.

Build community with other HSI's in MA and New England, with a focus on transfer and student success.

- Create and maintain articulation agreements with Community Colleges (North Shore, Bunker Hill, Holyoke…), High Schools (Lynn, Lawrence, etc.), Salem community, and Latinx community leaders. Continue and expand conversations with North Shore Community College about dual language program articulation agreements, with Holyoke Community College about transfer pathways for their Latino Studies graduates, with Middlesex Community College about transfer pathways for all graduates.

- Host an Emerging and Hispanic Serving Institution regional convening to share best practices, build networking opportunities and facilitate transfer between HSI's.

Provide additional academic and advising support to multilingual learners or immigrant students.

- Create dedicated support or resources for students in various documentation and citizenship stages.
    - Support the evaluation of credentials and assist with advising academic programs.
    - Enhance access to on and off campus resources.
- Identify pathways for students enrolled in our ALCI to complete bachelor's and master's degrees.

Medium-Long Term Recommendations
(Y2-5; along with continuing and expanding the above)

Define how we measure the success of HSI/MSI Academic Pathways and Partnerships related initiatives.

- Implement measures and incorporate them into regular annual reporting. Recommend adjustments based on changing demographics and success of HSI/MSI mission overall.

Develop a prior learning credit system.

- Explore prior learning credit for learning outside of traditional academic settings.

- Further discussion around the awarding of academic credit for coursework in English language learning.

- In-house evaluation of international educational credentials, especially from Latin America.

Develop a 'One Stop' Center or resource to support part-time Latinx and Immigrant students.

- Create a cohesive and welcoming environment that celebrates the heritage of multilingual students; a tangible, easily identifiable and accessible resource that is:
    - Available during the hours that most continuing education courses are offered;
    - Supportive of part-time students and students who step in and out of full-time status.
- Provide advising to map out pathway to bachelor's degree.
- Provide access to financial, academic, and wellness supports.

APPENDICES

Appendix A: DEFINITIONS

Hispanic Serving Institution

- Hispanic Serving Institution (HSI) status is a designation conferred by the US Department of Education (US DoE) upon institutions – at the institution's request - at which 25% of undergraduate full-time equivalent students identify as Hispanic.

- Institutions designated as HSIs serve students of all backgrounds and belong to the larger group of Minority Serving Institutions (MSI).

- The HSI designation is a public affirmation that in addressing the needs and expectations of all students, the institution has made a commitment to intentionally and systematically include Hispanic students in its efforts.

- In 2023 there are 572 HSI's and 400 emerging HSI's in the US, serving a diverse student population of over 5 million students, according to the Hispanic Association of Colleges and Universities (HACU).

Minority Serving Institution

- Designation used by the U.S. Department of the Interior and other federal and state agencies to refer to colleges and universities that have received the Department of Education designation in one or more of seven specific categories (HBCU, TCU, ANHNSI, PBCU, AAPISI, NANTSI, HSI).

- For more information see: **https://www.doi.gov/pmb/eeo/doi-minority-serving-institutions-program**

- Minority serving institutions (MSIs) are a vital part of U.S. higher education, providing access to college for millions of students of color, many of whom are from low-income backgrounds and are the first in their family to attend college. In the fall of 2016, these institutions collectively enrolled over 5 million undergraduate and graduate students and numbered over 700. Their success is integral to the success of our higher education system and the increasingly diverse student population it serves.

Servingness

- Servingness is a concept that Garcia, Núñez, and Sansone (2019) argue is a multidimensional and conceptual way to understand what it means to move from simply *enrolling* Latinx students to actually *serving* them. Servingness is difficult to define because the diversity of students within HSIs makes it difficult to serve all of them with one approach, as they have different needs and will have different experiences during their time on campus.

- The concept of "Servingness" at Salem State University is connected to our commitment to serve the needs of our students, particularly those from historically underserved or underrepresented populations. When we center the educational needs of Latinx and Hispanic students and all students of color, providing resources and support to help them succeed academically, an academic curriculum that prepares them to make a difference in their community, and a campus experience where they feel welcome or like they belong, we also serve all students. Servingness itself does not attach to one group; it works by centering the needs of certain groups and extending the servingness to all.

Hispanic/ Latinx/Latine/Latino/Latina

- The term 'Hispanic" is the terminology used by the US federal government to refer to the population that is descendent from Spain and the Spanish speaking countries in the Americas.

- At Salem State we more commonly use "Latino, Latina, Latinx, or Latine" as these terms include all who descend from Latin American, including Brazil (and thus Portuguese speakers).

- When using the English language, we often use the term "Latinx" to be inclusive of all genders. However, for Spanish speakers, the term "Latine" is more commonly used for inclusivity.

- Throughout the university's written materials, and this *Roadmap*, we use a variety of terms for different contexts, including Hispanic, Latino, Latina, Latine, Latinx, Afro-Latino, Afro-Latina, Afro-Latine, Afro-Latinx, and more specific references such as Dominican, Guatemalan and Puerto Rican. Part of becoming an HSI involves engaging in ongoing conversations about terminology and identity within our community. We look forward to continuing this dialogue.

Students of Color

- In this document, we use the term "students of color" to include students from diverse racial and ethnic communities, including Black, Asian American, Indigenous, Latin American, Latinx, and Caribbean communities. Sometimes the terms "BIPOC," "underrepresented," "minority," and "minoritized" students are used to refer to similar populations.

- As a future Minority Serving Institution, SSU is intentional about centering our practices on the needs of all students of color as we aspire to better serve all students.

- While the term "students of color" mostly refers to domestic students, we recognize that many international students also experience various forms colorism and racial and ethnic discrimination in their countries of origin and are often seen as people of color in the US.

- SSU recognizes that all community members have intersectional identities.

Appendix B: ROADMAP ALIGNMENT WITH OTHER STATE AND UNIVERSITY PLANS AND PRIORITIES

The SSU *Roadmap to Servingness* lines up with and contributes to the BHE's new Strategic Plan for Racial Equity and the new SSU Strategic Plan.

Alignment of the *SSU Roadmap to Servingness* with the Mass DHE Strategic Plan for Racial Equity (2023- 2033)

- The top statewide policy and performance priorities include raising the enrollment, attainment, and long-term success of students of color. The plan is race conscious and is meant to eradicate historic and systemic inequities within the educational system.

- Create student-ready, racially conscious public colleges and universities, that are equitable and embrace the assets of students of color and prepare them for success.

- Increase enrollment, transfer rates, sense of belonging, timely completion of gateway courses, persistence, degree completion and social and economic mobility.

- Build culturally relevant and civically engaged educational experience for students of color, preparing students of color to thrive, on campus and beyond.

Alignment of the *SSU Roadmap to Servingness* with the new SSU Strategic Plan (2023- 2028) Salem State's 2023-2028 Strategic Plan works to ensure that "SSU will be a leader in MA, as a Hispanic Serving Institution, modeling the design and implementation of an intentional, successful plan to serve, support, and empower students at all levels of the institution." The *Roadmap* shows how we will achieve that and aligns with many other goals and outcomes of the SSU Strategic Plan.

- Our desired outcomes include student success, reputation, civic engagement, justice equity, diversity and inclusion, campus climate, human resources, and financial resources.

- Build on SSU's historic commitment to social justice and civic engagement and expand Salem's reputation in MA and New England.

- Build a campus culture of inclusion and belonging.

- Strengthening onboarding structures, activities and services to adjust to and succeed at the university.

- Expand professional development for faculty and staff, focusing on culturally responsive teaching and learning and racial equity.

- Increase hiring, support, retention of faculty, staff and administrators of color.

- Create supportive campus culture that promotes engagement, empowerment, sense of belonging and achievement. Promote internal communication and grow a sense of campus pride.

- Increase organizational effectiveness and systems upgrades to make data informed decisions, prioritizing meeting student's needs.

- Increase research and creative activities that relate to the experiences of under-represented communities.

- Remove intuitional barriers and implement additional academic and personal support to improve retention and persistence, for under-served students.

- Expand high impact initiatives, including transformative experiential learning opportunities.

- Remove financial barriers to college completion.

- Increase enrollment, graduation and retention rates for students of color.

The HSI-MSI Roadmap can be supported by the Meet the Moment Campaign, as we aspire to:

- Enhance financial assistance to ensure a SSU education remains accessible throughout our communities. Provide affordable pathways to higher education and provide the bridge needed for students to complete their degree.

- Help students of diverse backgrounds attend, succeed and realize their dreams.

- Provide a stronger support system, especially for students from under-resources environments. This includes access to food and housing insecurity resources, and emergency assistance.

- Celebrate diversity and inclusion. Create a sense of community and belonging.

- Integrate more innovative, student-centered programing into our academic offerings to increase their personal, academic, and professional student success. This includes expanding mentoring and coaching, internship and hands-on learning experiences, and developing life skills such as financial literacy.

- Develop academic centers focused on topics that are important to our community, supporting research, scholarship, civic engagement and facilitating student, faculty collaboration that prepares students for graduate work and beyond.

- Support faculty and professional development.

- Respond to emerging needs. Uplift communities.

Appendix C: DEMOGRAPHICS AND THE LATINX COMMUNITY

Why Now? Why Hispanic or Latinx students?

SSU IS ALREADY EMERGING AS AN HSI-MSI. With overall enrollments across the Northeast of the U.S. declining and the often-mentioned "demographic cliff" approaching, we as an institution must look to the students who are enrolling at SSU. Hispanics or Latinos are the largest and fastest growing student population in our county, state and nation, as well as the fastest growing segment of the workforce.

For our campus and our commonwealth to thrive, it is important that Hispanic and Latinx students' access and succeed in higher education. Hispanic/Latinx students bring a wealth of cultural and linguistic experience and expertise and a strong work ethic, often helping at home in addition to pursuing their education.

Students contribute their expertise and perspectives to courses, programs, activities, and leadership roles across campus. Our diverse student population is helping to prepare all our students to become more culturally aware and to develop the intercultural competencies that are needed in all fields of study and sectors of the workforce. This awareness and experience are critical in allowing all SSU to meet our mission of preparing all students to "contribute to a global society as ethical and engaged community members."

Latinx student and students from other underrepresented groups often face challenges and barriers to their education as they progress through the educational pipeline and are less likely to access additional resource to help them be successful. The high cost of tuition and challenges accessing financial aid make higher education less accessible for many families. Multilingual families face additional challenges navigating the educational process.

Hispanic/Latinx Population and Educational Disparities: National and State Data

Latinos are growing in the education pipeline and the majority of Latino youth are future potential first-generation college goers. However, racial or ethnic disparities continue in higher education. There are disparities in college enrollment, graduation rates, access to resources and representation among faculty and staff. Currently, Latinos are:

- 1/5 of the total US population, ¼ of k-12 population, and 1/5 of those enrolled in college.
  - However, only 28% of Latino adults have an associate degree or higher, compared with 48% of Whites in the US. In MA, 29% of Latino adults have an associate's degree or higher compared with 58% of White adults.
  - Only 4% of master's= degree holders and 1 % of PhD's are Latinx.
  - Degree completion gaps have increased between Latinx and White students over the last 4 years. This is not a surprise as the Latinx or Hispanic population was greatly impacted by the pandemic.
- In MA, Latinos make up 19% of the k-12 population, while making up 13% of the total adult population. Currently 22.6% of Essex County residents identifies as Hispanic. Between 2017-21, Hispanic population in MA increased: MA 102%, Essex County 123%, Lynn 156%, Lawrence 68%,
  - At 2-year or community college institutions, the graduation rate for Latinos is 11% lower than for their White peers, and for 4-year institutions, the graduation rate is 9% lower.
- Data source: **Massachusetts | Excelencia in Education (edexcelencia.org)**

Addressing these disparities has always been a challenge, and it's more important now than ever for educational institutions to make concerted effort to provide additional support to these marginalized communities.

These efforts will increase our much-needed labor supply and benefit our competitiveness and the overall US economy. Our country and community will thrive if we intentionally serve Latino students while serving all. For the United States to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030. To reach the goal by 2030, the United States can close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students.

HSI's rank high on the social mobility index and play a critical role in the development of our nation's engine of economic mobility, preparing our future workforce and leadership.

Who are our SSU Hispanic or Latinx students?

- Our Latinx or Hispanic students have had a strong presence on our campus for the last 30 years. This year we are celebrating the three decades of our Hispanic Heritage Month celebration led by our Latin American Student Organization (LASO; first formed as the Hispanic American Society).

- Our Hispanic student population is the fastest growing segment of our student population. See student data trends in the next section. 2021 data further shows our students are 9% Black or African American, 4% Asian Students, 3% two or more races. 0.5% Cape Verdian and 0.14% Native American.

- This Hispanic or Latinx population at Salem State and on the North Shore of MA is a heterogenous group of individuals that share an ancestry in Latin America or the Spanish speaking world. While we do not currently collect this data for SSU students, given the demographic trends on the North Shore and Boston area we expect that the majority of our Hispanic or Latinx students have ancestry in Puerto Rico, the Dominican Republic and Central America.

- The Hispanic or Latinx community is heterogeneous and intersectional. The term Hispanic or Latinx refers to culture or ethnicity and not race. Most Hispanics in the US self-identify as White; many of our community members identify as Hispanic or Latinx, as well as Black or Brown. Our Hispanic or Latinx community members and express a range of gender and sexual identities. Many of our Hispanic or Latinx community members speak English as a primary language. These are just a few of the ways that Hispanics or Latinos vary in terms of migration history, language, socioeconomic status, racial identity, etc.

- Hispanic or Latinx students share similar experiences with other students of color. While everyone's experience is unique and intersectional, all students of color are more likely to be first generation college students, struggle with financial barriers including access to health care, and basic needs. Many students of color have work and family obligations that they are balancing while pursuing their education. Hispanic or Latinx students and all students of color bring a rich experience and culture to campus and are more likely to be multilingual.

- A recent survey of all SSU students (NCHA, spring 2023) found that: 26.7% of all respondents stated that their parents or family members had immigrated to the US, and 12% of respondents stated that family members would benefit from language support.
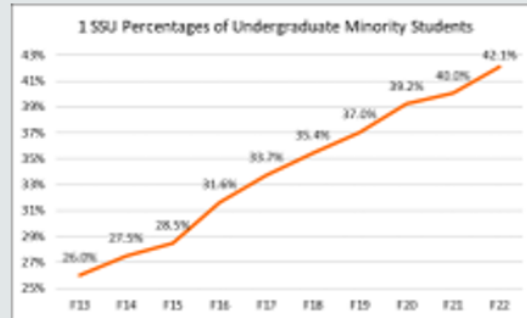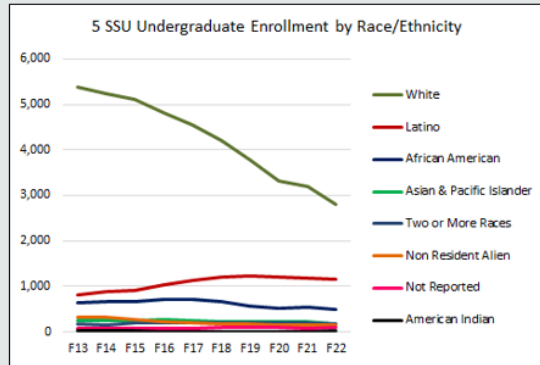
Appendix D: SSU STUDENT DATA TRENDS

In the last 20 years, the Latinx or Hispanic student population has increased from 207 to 1158 students. This is an increase of 560%. Similarly, the percentage of students of color has increased by 360% in the last 20 years.

#3 Latinx or Hispanic Students: Unduplicated Headcount

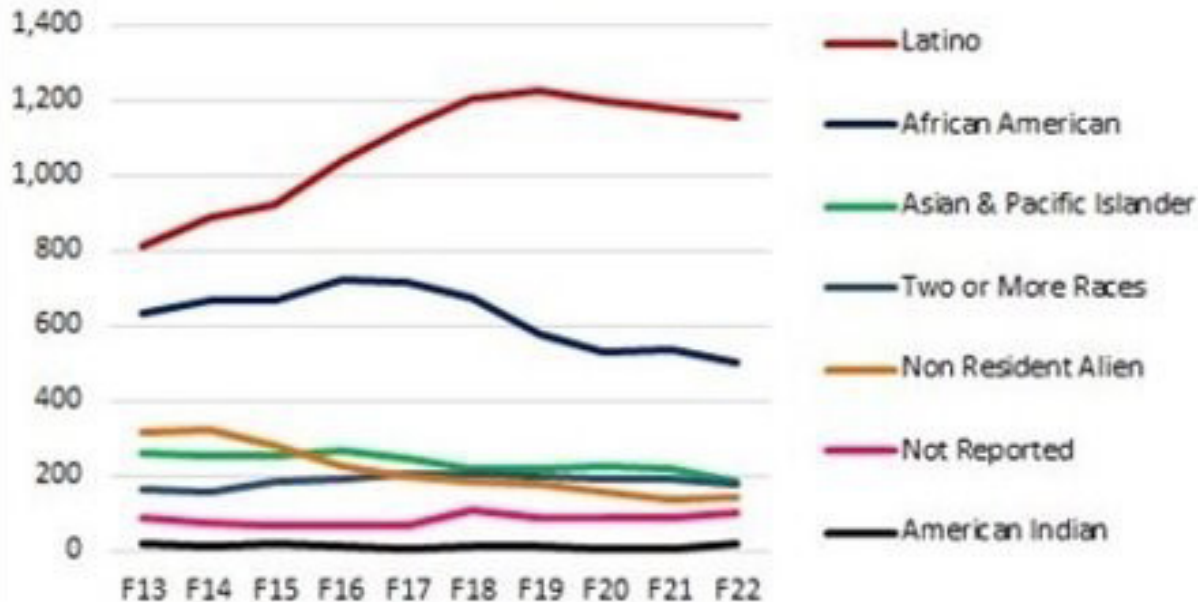#2 Students of Color: Unduplicated Headcount
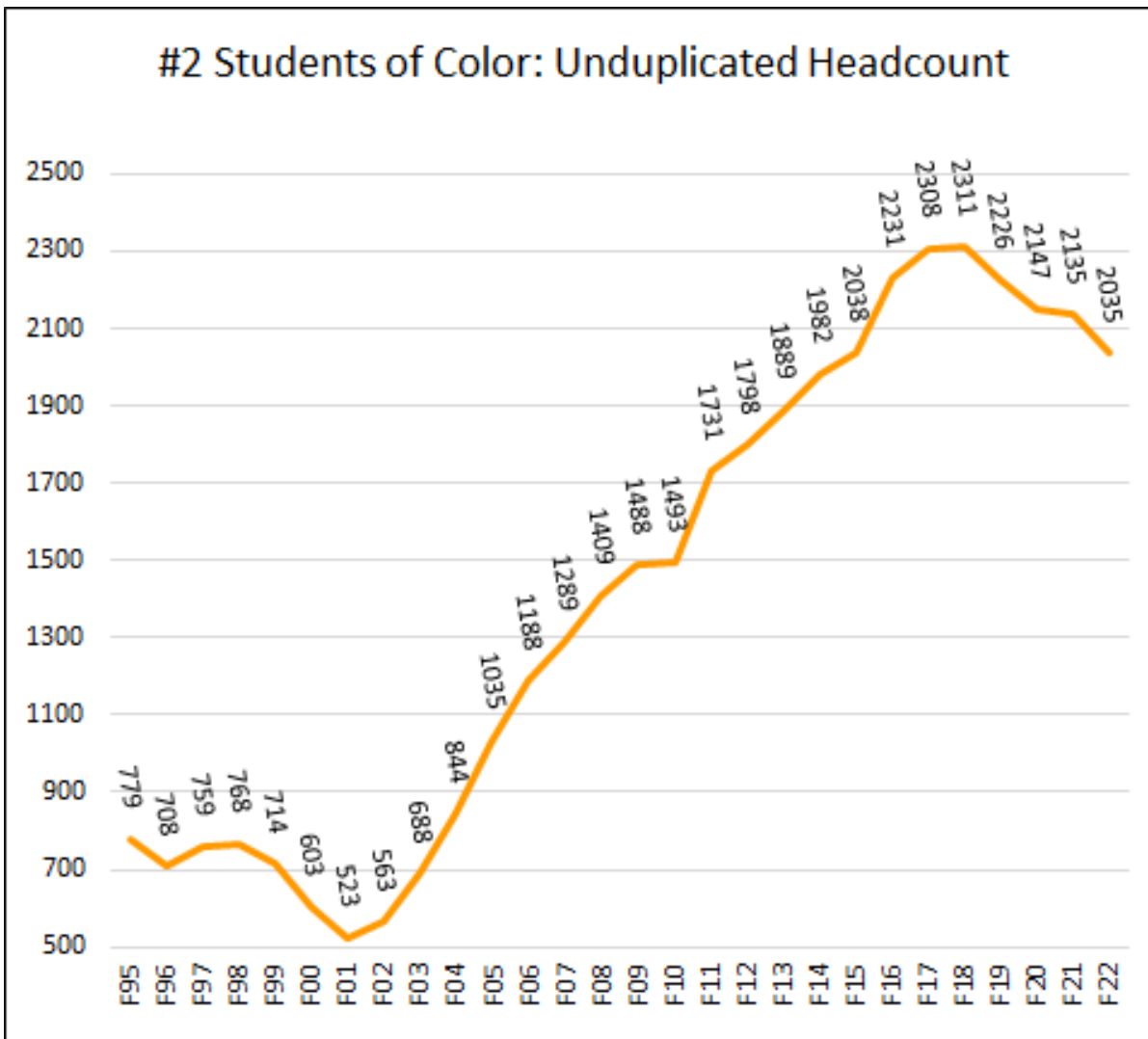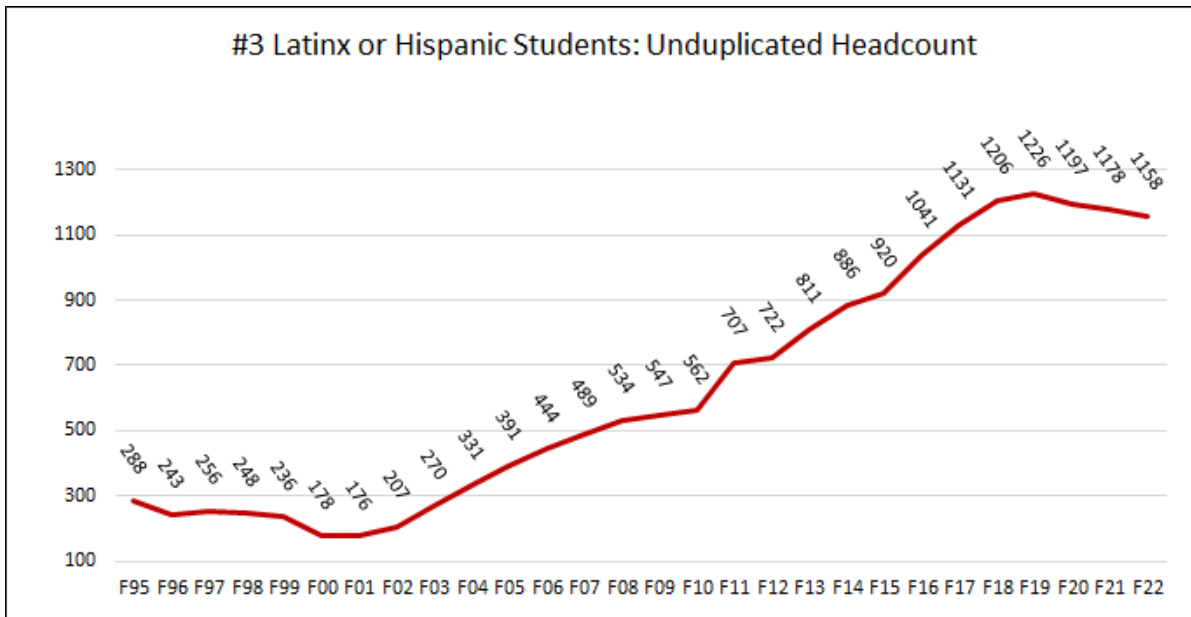
Following trends, While the overall enrollment has decreased, the SSU undergraduate enrollment has seen a significant increase in the percentage of students of color in the last five years, reaching over 40% in 2022.
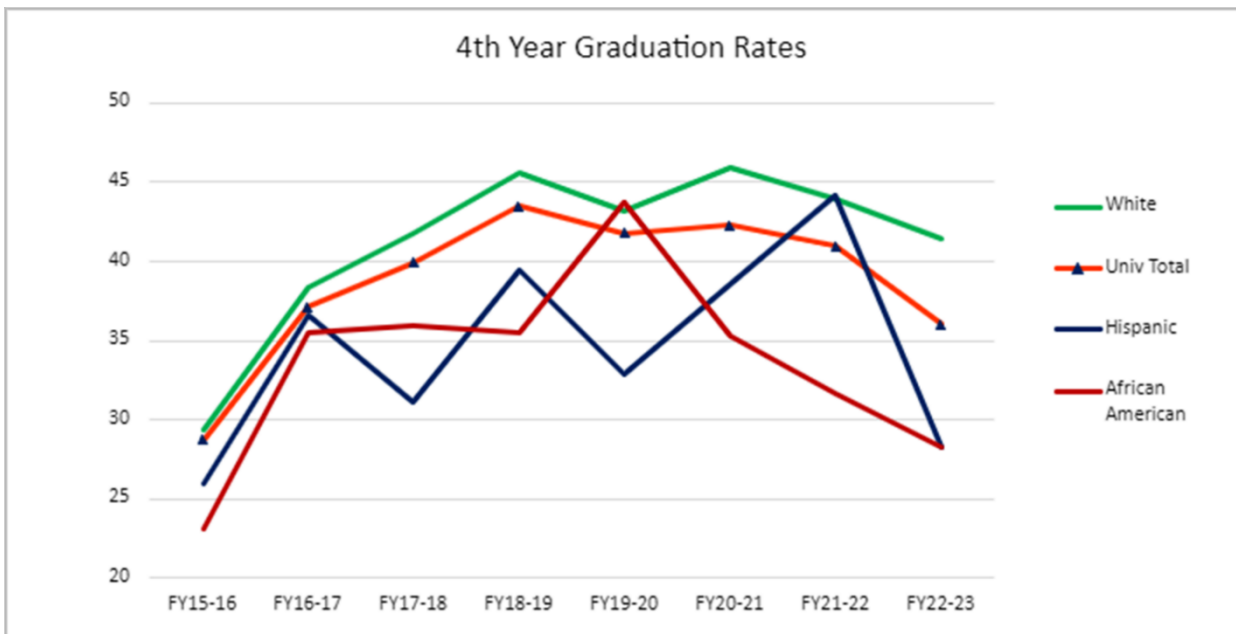
SSU Undergrad Enrollment by Race/Ethnicity

Disaggregated data reveals gaps and fluctuations in retention and graduation rates for students of color at SSU.

Chart1 Yr1 Retention Rates by Race/Ethnicity and Gender

Legend:
- White Retention% Female
- African American Retention% Female
- African American Retention% Male
- Hispanic Retention% Female
- White Retention% Male
- Hispanic Retention% Male

4th Year Graduation Rates

Legend:
- White
- Univ Total
- Hispanic
- African American
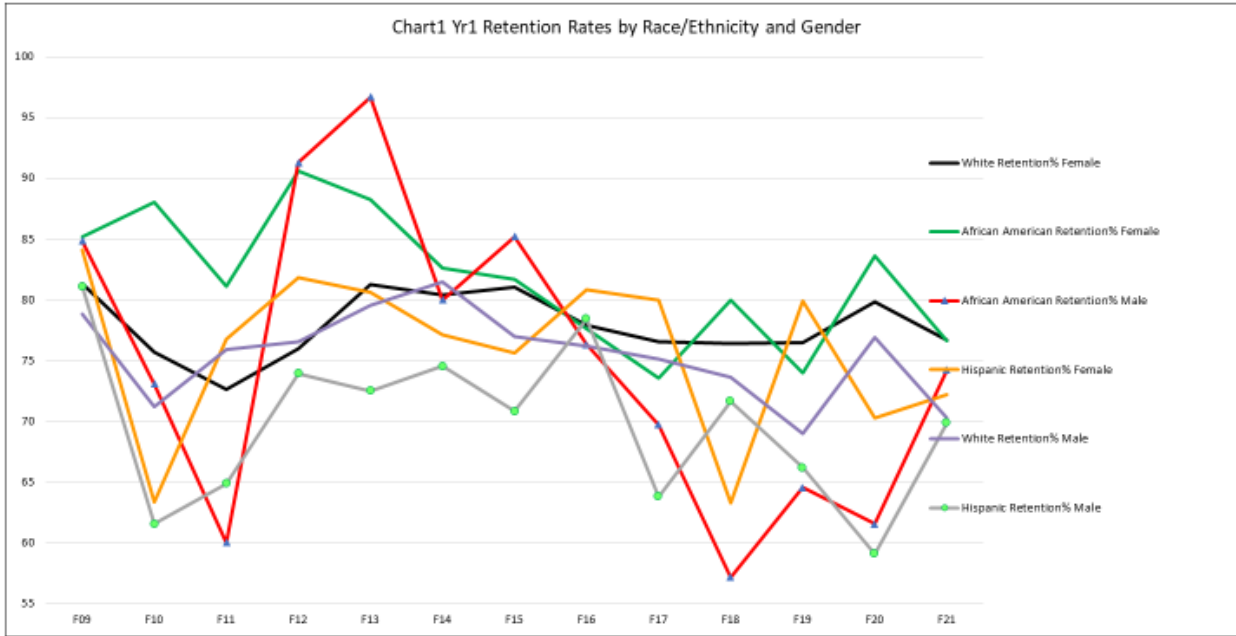
Appendix E: DESIGNATION CRITERIA AND PROCESS DETAILS

HSI Designation Process: Apply through Department of Education

- [Hispanic-Serving Institutions (HSIs) | White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics](#)

- [Request for Designation as an Eligible Institution and Waiver of the Non-Federal Cost Share Requirement](#)

- Metrics to be met:

    ○ Needy student: An institution meets the needy student requirement if the percentage of fall semester, undergraduate degree-seeking students who were enrolled on at least a half-time basis and received Federal Pell Grants, exceeds the average percentage of undergraduate degree-seeking students who were enrolled on at least half-time basis and received Federal Pell Grants at comparable institutions that offered similar instruction.

    ○ Core expenses: There is a matrix to calculate this on the DOE Application for Designation webpage.

    ○ 25% Hispanic/Latinx Students - Enrollment is based on IPEDS data. IPEDS data is released in Jan/Feb of each year.

- Once we receive the designation we can apply for Title III, V, and VII grant funding.

HACU Designation as HSI

- According to the Hispanic Association of Colleges and Universities (HACU), the most prominent organization dedicated to Hispanic higher education success, HSIs are defined as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total headcount enrollment.

- "Total Enrollment" includes full-time and part-time students at the undergraduate or graduate level (including professional schools) of the institution, or both (i.e., headcount of for-credit students).

- Based on SSU's enrollment of Hispanic students, we have been designated as an Emerging Hispanic Serving Institution (HSI) by HACU. We expect to be able to meet the criteria to apply for the HSI designation from the US Department of Education in 2 to 3 years (2025-2026), given enrollment trends.

Excelencia in Education's Seal of Exclencia offers additional recognition. It is a separate process.

- The Seal of Excelencia is a national certification for institutions that strive to go beyond enrollment. The seal is granted to institutions who *serve* Latinx students who are Latinx and Black, Indigenous, and People of Color (BIPOC) students. It is a framework that integrates three components: data, practice, and leadership. The data requirement includes six key data areas: enrollment, retention, transfer students, financial support, and degree, and representation of Latinx in administration, faculty, staff to model success. Practice documents the ways that the institution intentionally implements strategies to support Latinx achievement (includes the six data points). Leadership documents the impact of how the institution aligns data and practice to improve and achieve Latinx/BIPOC student success. The five leadership areas: mission and strategy, data and practice, human resources, communications, and institutional culture.

Note that the number of institutions which are currently certified is 30. There are no institutions in MA who have received the Seal at this time. Salem State has joined the Presidents for Latino Student Success network through Excelencia in Education this year (2023).

Seal of *Excelencia* Framework

Data	Practice	Leadership
Intentionally identify & respond to race/ethnic-based inequities	Consistent & transparent use of evidence-based programs & policies	Alignment of data & practice with explicit & public commitment to improving Latino student success
1. Enrolling 2. Retaining 3. Transferring 4. Supporting Financially 5. Modeling 6. Graduating	1. Enrolling 2. Retaining 3. Transferring 4. Supporting Financially 5. Modeling 6. Graduating	1. Mission & strategy 2. Data & Practice 3. Human Resources 4. Communication 5. Institutional Culture

Excelencia
IN EDUCATION.

Eligibility Data Collection and Metrics Overview

- We expect SSU to be able to meet the criteria to apply for the federal HSI designation in 2 to 3 years (2025-2026), given enrollment trends.

- We currently have access to the majority of the data we need to prepare for the designation and to make data informed decisions to reduce equity gaps and to increase efforts that benefit our diverse community.

- Additional work is needed to gather relevant student data, make data easily retrievable, disaggregate data and to make student centered, data informed, strategic decisions.

- While SSU reports on the typical success measures for higher education, additional measures and metrics will better capture student experiences and success as an HSI-MSI.

Appendix F: SSU HSI-MSI ROADMAP WORKING GROUP MEMBERSHIP (SPRING 2023)

Membership included a diverse representation of students, faculty, staff and alumni that met throughout the 2023 Spring semester to create recommendations. Many of our members served as students and employees, employees and alumni, or faculty and administrator. The HSI reading group and the larger campus community also provided input and feedback.

Students	- Lorimer Mateo Rondon - Emmanuel Quiroz - Arianny Grullon Rojas - Annely Grullon Roja	- Stephanie Valencia Rangel - Melissa Muriel
Faculty	- Keja Valens - Yvonne Ruiz - Miguel Montalva Barba - Megan Murphy - Monica Leisey - Vijay Kanagala - Guillermo Avila-Saavedra	- Elizabeth Duclos-Orsello - Scott Nowka - Avi Chomsky - Kenneth Reeds - Kristina Scott - Stephenie Young - Mary Balestraci
Staff/ Administrators	- Elisa Castillo ·Julie Whitlow - Reynaldo Ramos - Beth Massaro - Eliza Bobek - Bruce Perry - Michelle Pierce - Shawn Wolfe - Julian Brown-Myers - Cynthia Lynch - Elizabeth McKeigue - Isabella Russo - Evelyn Almeida - Ivan Pina - Elaine Concepcion - Eileen FitzGerald	- Leslie Cirineo - Chunju Chen - Jenney Holland - Rafaela Garcia Almeida - Avril Hevey-Doucette - Jude Zephir - Nicole Giambusso - Nicole J. Harris - Danney Rasco - Lucy Corchado - Anne Collins - Franci DaLuz - Jobita R Mao - Sami Ansari - Julie Palmedo - Grace Chiou - Sharon German