Agenda

● The Council on the Status of Latinxs

● Seal of Excelencia
  ○ What is it about?
  ○ What is needed? Time? Benchmarks? Resources?

● CSL initiatives
  ○ Diversifying Faculty Hires
  ○ Recruitment and Retention

● Connections to NEIU’s priorities and initiatives

● Questions
Council on the Status of Latinxs (CSL)

Patricia Aguado, Ph.D., Social Work
Brandon Bisbey, Ph.D., LLAS/World Languages & Cultures
J. Adrian Castrejon, Ph.D., Justice Studies
Gabriel Cortez, Ph.D., ENLACE
Valentina Gamboa-Turner, M.A., Angelina Pedroso Center
Frank Gaytan, Ph.D., Academic Affairs
Maria Luna Duarte, Ph.D., El Centro

Juan Morales, Graduate Student
Hector Morales, Ph.D. Teacher Education
Luvia Moreno, M.A., Undocumented Student Resources
Isaura Pulido, PhD., Educational Inquiry & Curriculum Studies and Latina/o and Latin American Studies
Angelica Rivera, Ph.D., Proyecto Pa’lante
Tricia Rosado, M.A., Title V Cooperative
Council on the Status of Latinxs (CSL)

Mission
The Council on the Status of Latinxs (CSL) is committed to representing and advocating on behalf of Latinxs to ensure the academic, professional, social and cultural needs of Latinxs are met. The CLS advises, monitors and initiates actions that support and promote the status of Latinxs at NEIU, paying special attention to issues of climate, representation, policies and practices.

Objectives
- Coordinate with units across the University to ensure collaboration serving Latinxs students
- Monitor progress on grants awarded to NEIU as they pertain to Latinx performance, progress and equity
- Ensure equitable Latinx staff and faculty representation across the University proportional to the Latinx student body population.
- Track recruitment, retention and graduation of Latinx students
**CSL Sub-Committees**

**POLICY**

Ensure equitable Latinx staff & faculty representation, contribute expertise to grant applications, initiatives and policies that affect Latinxs

**NEIU STUDENT-CENTERED EQUITY & CULTURALLY RESPONSIVE PEDAGOGY**

Contribute expertise to practices (i.e. pedagogy and others) that affect Latinx students, Advocate for the academic, professional, cultural and social well-being of Latinx students.

**OUTREACH, RECRUITMENT, & RETENTION**

Track recruitment, retention and graduation of Latinx students, Monitor progress on awarded grants as they pertain to Latinx performance, progress, and equity
Seal of Excelencia
¡Excelencia in Education!

- Voluntary certification released October 2018
- Bolster institutional change and accelerate Latino college completion
- Critique of HSIs as Latinx-enrolling vs. Latinx-serving
- Framework examines data, practice and leadership
  - Data
  - Practices
  - Leadership
- Intentionality is at the core
**PRACTICE** - Highlight up to three specific programs/practices addressing Latino student retention. Include how many students (Latino and all) that directly benefit from each practice, the evidence of effectiveness, and how your institution sustains and/or scales each practice.

**LEADERSHIP** - Describe how your institution incorporates serving Latino students in your recruitment, hiring and onboarding of faculty, staff and administrators.

**LEADERSHIP** - Describe how your institution leverages internal (e.g. faculty, staff, administrator) and external communications to highlight serving Latino students.

**LEADERSHIP** - Describe how your institution ensures Latino representation in your leadership that mirrors your Latino student population.
Application - 2019 Seal of Excelencia

Representation: Faculty and Administration
Increasingly Latino students are pressing for more faculty and administrators that represent them and their experiences. Provide data on the representation of faculty and administrators at your institution.

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1. Please describe your strategy for increasing representation of Latino faculty and administration that support your data and targets. (about 300 words, no more than 400 words)

2. Does your institution’s faculty performance evaluation include components related to Latino student success?  
   □ Yes □ No

3. Highlight up to three specific programs/practices aimed at increasing Latino faculty and administration that support your data. Include how many directly benefit from each practice (Latino and all), the evidence of effectiveness, and how your institution sustains and/or scales each practice.
**Diversifying Faculty Hire Initiative**

**Timeline**

- **University's commitment to diversity faculty hires** supported an 8-member team (25k)
- **Existing Practices**
  - Demographic data is rarely used by search and screens
  - Lack of understanding regarding the correlation between faculty diversity and student success.
- **Presentation to Provost and Deans**
  - Provost and Deans request training for FY 21 faculty search and screen committees
- **Future Goals**
  - Will share templates and interview questions with governance bodies for feedback.
  - University-wide adoption, institutionalization, & implementation FY 22 searches

- **Expanded subcommittee to represent other constituents across campus.**
- **Baseline data**
  - Points to gaps in representation of Black and Latinx faculty.
- **Diversify Faculty Hire subcommittee**
  - Developed a job announcement template w/ equity minded language. Created questions for phone & face-to-face interviews. Approved by President Gibson and Ms. Potts, EEO
- **Institute Day**
  - NEIU's first - Diversifying Faculty Hire Institute
Recruitment Seal of Excelencia Application Questions

● Describe your institution’s strategy for intentionally serving Latino students through enrollment?
  ○ No strategy.
Recruitment
Seal of Excelencia
Application Questions

Does the Latino undergraduate representation at your institution mirror the representation in your service area?
Yes

Describe up to three specific programs/practices that support your institution’s progress on Latino student enrollment (aligned to your data provided). Include how many students (Latino and all) are served in each practice, the evidence of effectiveness, and how your institution sustains and/or scales each practice.

El Centro??
Proyecto Pa’lante??
Enrollment/Recruitment / Fall 2019 & Prior

Practices

● Proyecto Pa’lante & El Centro responsible for recruiting for their specific programs (fall 2019 and prior).

● Explicit Latino-centered cultural lens to recruit students

● Relationships with Latino community organizations, schools, and H.S. counselors.

● Innovative approaches (e.g. Golden Tour, school/community breakfasts, etc).

Data

● Freshmen cohorts for El Centro
  ○ Fall 2018: 48
  ○ Fall 2019: 57
  ○ Fall 2020: 47

● Freshmen cohorts for Proyecto Pa’lante
  ● Fall 2018: 46
  ● Fall 2019: 89
  ● Fall 2020: 63

● Proportion of PP and EC freshman relative to all NEIU freshman
  ● Fall 2018: 22%
  ● Fall 2019: 33%
  ● Fall 2020: 31%

Leadership

● Admissions processes streamlined.

● Access to CRM system applicant follow-up & troubleshooting.

● Academic Affairs & Student Affairs provides PP & EC critical leadership.
**Source for 2020 Data: IRA Enrollment Census and ODS, As of Dec 14, 2020.
Enrollment/Recruitment / Fall 2020

Practices

Uneven practices in collaboration and information sharing that negatively impact enrollment of new students, and ability for Success programs to provide input in strategic planning fall 2021 recruitment.

Data

University recruiters reduced from 8 to 5. Universitywide recruitment data to date unavailable.

Leadership

- Proyecto Pa’lante removed from NEIU admission application. Problematic process established that assumes sophisticated college-navigation skills by first-gen students.

- Recruiter positions eliminated from PP & EC, Project Success and CCICS. Funding from positions re-allocated to main campus.

- Lack of clarity about what this means for PP & EC program admission or how intentional Latino-centered efforts in enrollment will be carried to centralized recruitment.

- Communication from Enrollment Services to PP & EC programs is severed.

- PP & EC no longer have access to CRM.
What do we need to get the Seal of Excelencia?

**Short-Term**

- Re-incorporate Proyecto Pa’lante into admission application.
- Reinstate recruiters/outreach coordinators to EC & PP (and Project Success and CCICS).
- Reinstate communication & collaboration between Enrollment Services and Proyecto Pa’lante and El Centro.
- Re-establish strategic leadership to program directors.

**Long-term**

- Publish strategic recruitment plan and include clear and transparent benchmarks, goals, and accountability.
- Provide streamlined leadership.
- Provide all administrators & staff involved in admissions and onboarding intensive and ongoing professional development on culturally sustaining practices for Latino students.
What does intentionality in enrollment look like?

UIC - LARES - “The uniqueness of LARES is that our advisors are recruiters.” This gives our advisors/recruiters the opportunity to engage students and parents early on in the process.” (Luis Duarte, Associate Director, LARES, person communication)

- UIC grows Latino population by 2427 students between 2016-2020

Governors State University - In an effort to build our enrollment of Latinx students, GSU has launched a Hispanic Recruitment Committee, purposely hiring Spanish-speaking staff.”

Oakton Community College - “Continue to support the ANDALE program for Latinx students…As the fastest growing college student population, both nationally and at Oakton, it is imperative that Oakton focuses on Latinx student success.”
Resources Needed to Support Seal Work

- Leadership Support & Participation
- Collaboration
- Office of Institutional Research (We need DATA!!!!)
- Financial Support $$$$
Connections to NEIU Priorities

NEIU’s future will be, in large part, determined by our ability to meet the needs of urban, first-generation, working-class, students of color.

➔ Recruitment and Retention

➔ Strategic Plan

➔ Equity
Questions?

Thank you.