



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
SPECIAL MEETING  
July 14, 2023 at 8:00 AM**

The online meeting will be Webcast at the following address: <https://regents.nmsu.edu/regent-meetings/>

**Regents of New Mexico State University**

Chair Ammu Devasthali, Vice Chair Christopher T. Saucedo, Secretary/Treasurer Garrett Moseley, Dina Chacón-Reitzel, Deborah Romero

**Non-Voting Advisory Members** - ASNMSU President Citlalli Benitez, Faculty Senate Chair Gaylene Fasenko, Ph.D., Employee Council Chair Susanne Berger

**University Officials** - Interim Chancellor Jay Gogue, Ph.D., Provost Alan Shoho, Ph.D., Associate General Counsel Scott Field, J.D.

**Minutes**

**A. Call to Order, Chairwoman Ammu Devasthali**

Chairwoman Devasthali called the meeting to order at 8:01.

Chief of Staff Adam Cavotta noted that all regents are present and there is a full quorum.

**B. Approval of the Agenda, Chairwoman Ammu Devasthali**

Chairwoman Devasthali, "Before we move on to the approval of the agenda, I would like to remove D.1 from the consent agenda."

Regent Dina Chacón-Reitzel moved to approve the agenda as amended.

Regent Saucedo Seconded and none opposed, the motion passed, and agenda is approved.

**C. Confirmation of Prior Closed Executive Session, Chairwoman Ammu Devasthali**

**1. Confirmation of Prior Closed Session on June 29**

Board of Regents, Chief of Staff, Adam Cavotta, "The Board of Regents met online in closed executive session at 6 p.m. on June 29, 2023. The closed meeting was called to discuss pending litigation as permitted under the closed meeting exemption to the New Mexico Open Meetings Act NMSA Section 10-15-1 subsection 87, and discussion of limited personnel matters concerning individual NMSU employees as permitted under the New Mexico Open Meetings Act NMSA Section 10-15-1 Subsection H2. Those board members who are present, please certify that only matters of that nature were discussed."

Regent Romero, Regent Chacón-Reitzel, Regent Moseley and Regent Devasthali all responded yes.

Regent Saucedo was absent for this meeting.

Chief of Staff Adam Cavotta, "The confirmation and prior executive session are complete."

**D. Consent Items, Chairwoman Ammu Devasthali**

Regent Moseley moved to approve the consent agenda items as amended with a second from Regent Saucedo. All were in favor and the consent agenda with amendments was approved.

- ~~1. Disposition/Deletion of Property, Associate Vice President D'Anne Stuart~~
2. **Reappointment of Non-position Directors to Arrowhead Center, Inc. Board of Directors**, *President/CEO Arrowhead Center, Inc. Kathryn R. Hansen*
3. **Arrowhead Center, Inc. Bylaws Update**, *President/CEO Arrowhead Center, Inc. Kathryn R. Hansen*
4. **Philanthropic Naming of the Pan Am Basketball Suites**, *Interim NMSU Foundation President David Strong*
5. **Philanthropic Naming for NM Beef Council Meat Science Lab**, *Interim NMSU Foundation President David Strong*
6. **Perpetual Access Easement located near Triviz Drive in the Vicinity of Pan Am Plaza by and between Aggie Development Inc. and Plata Partners, LLC**, *President/CEO Aggie Development, Inc. Scott Eschenbrenner*
7. **Perpetual Access Easement located at Pan Am Plaza by and between Aggie Development Inc. and Plata Partners, LLC**, *President/CEO Aggie Development, Inc. Scott Eschenbrenner*
8. **Repatriation of Native American Sacred Objects at the Chihuahuan Desert Rangeland Research Center**, *Special Assistant to the President Scott Eschenbrenner*
9. **Ratification of Transitional Administrative and Organizational Changes**, *Interim Chancellor Jay Gogue*

E. **Action Items**, *Chairwoman Ammu Devasthali*

1. **Memorandum of Understanding by and between the Regents of New Mexico State University and the City of Las Cruces to pursue the formation of a Tax Increment Development District (TIDD)**, *Special Assistant to the President Scott Eschenbrenner, Executive Director of Arrowhead Park Wayne Savage, Principle at Sage Land Solutions, LLC. Harry Relkin, and Advisor at Sage Land Solutions, LLC. Kim Murphy*

Special Assistant to the President Scott Eschenbrenner, "Good morning, madam chair, members of the board, we are here today requesting approval of an MOU and attached boundary maps between the Regents of New Mexico State University in the City of Las Cruces as we continue to pursue the formation of a tax increment development district. Board of Regents, on September 16, 2022, approved resolution in support of the formation of the tax increment development district for Arrowhead Park, Aggie Uptown and other applicable NMSU lands, for purposes of infrastructure development to promote economic growth and vitality to the Southern New Mexico region. The TIDS were authorized on the State statue for express purpose of using public tax dollars to build infrastructure, such as roads, utilities, public facilities, amenities, and more. This infrastructure can help provide a secure long-term source of funding to develop needed infrastructure at NMSU. This infrastructure in turn will encourage and attract private investments in building job creation and then support of NMSUs commitment to regional economic development. NMSU Regents will retain full control of land use and development for NMSU lands. The district boards will approve funding for the projects and oversee the expenditures. The first step in defining the district boundaries and establishing an MOU between local sponsoring agencies, in this case the City of Las Cruces, so this is our first step. Once the MOU and basic boundaries are approved, the next step in the pre-annex is the pre-annexation agreement, and development agreement with the city and that will be reviewed once again by NMSU legal and by the Board of Regents. So, we will have several steps through the approval process."

"Additional steps with the city will also include TIDD application, formation and annexation ordinances, all again, like I said, being reviewed by NMSU legal and by the regents. Our goal is to have these actions completed between the City of Las Cruces and NMSU in January in order to start the second phase of the approval process which is the approval for Doña Ana County and with the State of New Mexico. It is our intention to have all these approvals wrapped up before July 1, 2024. The reason for that is the State Board of Finance sill accept TID applications twice a year, once in July and again at the end of December."

“Based on the recommendation of the Regents Real Estate Committee in February, we did form a Board of Regents and President’s Task Force Committee. We have been meeting and continue meeting with this group and seeking their council through this process. The results of these meetings form the basis of this MOU and the boundary maps. I have also invited Wayne Savage Executive Director of Arrowhead Park, Kim Murphy and Harry Relkin who are online, their principles of Sage Land Solutions, and they are consultants in this process. As well as other members in attendance online that are part of the TID Advisory Task Force here to help answer your questions. With that, I will stand for any questions, Thank you.”

Chairwoman Devasthali noted that there are no questions and with that she entered a motion on the Memorandum of Understanding by and between the Regents of New Mexico State University and the City of Las Cruces to pursue the formation of a tax increment development district.

Regent Chacón-Reitzel seconded the motion; all were in favor and the motion passed.

**2. Goal 6: Build, Elevate, and Strengthen Sustainable Systemwide Equity, Inclusion, and Diversity Practices, Vice President, Equity, Inclusion and Diversity Teresa Maria Linda Scholz**

Vice President, Equity, Inclusion and Diversity (EID) Dr. Scholz, “Good morning, Chairwoman Devasthali, and members of the board. You all received information prior to the meeting this morning. So specifically, what we are going to be discussing is the passing or the approval of Goal 6 as part of NMSU’s Leads 2025, Goal 5 was approved in May, specifically, Goal 6 is build, elevate, and strengthen sustainable system wide, EID practices.”

“I just want to note that we were going to also approve EID Goal 6 in May but I was unable to attend that meeting because I was literally on a flight to Athens with family, and so I also want to acknowledge for faculty who are on a 9-month contract, that oftentimes these decisions are made during the academic year. But there were some circumstances where we are meeting today in July. I also want to thank the faculty members who did provide feedback over the past couple of weeks. The other thing I do want to note is that in the packet that you all received, it indicated how many sessions Sherry Kollmann and I led in November and December and that was about twenty-two sessions that also included meetings with some of the subcommittees of the Board of Regents. Then Sherry and I also presented in January, where you were able to receive more information and data. In the packet that you were sent for the presentation.”

“What I provided you all for your reference is also data tables. I am not going to spend a lot of time on the data tables because we talked about overall percentages of underrepresented faculty staff and students in January. But we can certainly go back and refer to those as well.”

“I also want to emphasize that the work that we do here at NMSU is really important as we think about being a land grant, Hispanic serving and minority serving institution. And the work that I do as a vice President for Equity, Inclusion, and Diversity. Those three plus we are also a space grant, but those 3 enveloped missions and for the work that we do as an institution. I work with community colleges, I work with faculty, I work with staff, I work with students. So, all of that informs the work that we should be doing as it relates also to equity, inclusion, and diversity.”

“In January we also presented this graph where Goal 6 should be informing and should be aligned with the other existing goals. Now Goal 5, that has been approved by the Regents.”

“So as an overview, Goal 6 we are emphasizing institutional excellence, a sustainable foundation for this work and shared responsibility, you will often hear that equity, inclusion, and diversity is the responsibility of everybody involved in an institution. That is true. What is also important to ensure that we are effective in our equity, inclusion, and diversity work is that we work together as a community. It is collaborative, it is collective. With that the sixth goal of the six objectives. I will unpack a little bit more, our 6.1 and that equity, inclusion, diversity, and intersectionality into the system, increase representation, and retention of

underrepresented minoritized faculty staff and administrators. 6.3: increased sense of belonging for underrepresented minorities and marginalized students. 6.4: advance evaluation process that ensure accountability and acknowledgement of the implementation of the I.D. practices and 6.5: cultivates a culture of respect that fosters a thriving, inclusive community, and I will not go into a lot of the detail for the key performance indicators because you have that in the packet. But I'll provide an overview and just really quickly, these were the reference tables that I sent you all in the packet. So, if you want to refer to them, please let me know. I want to note that we included the community colleges, both the students as well as faculty as well as the university system, and we also included a breakdown of the staff on all of the campuses by exempt and non-exempt."

"So, talking about 6.1 for folks who are listening in at the beginning of the packet, I did provide a clarification of terms so underrepresented minorities is used for underrepresented minorities or URM, federally defined. So, our institutional analysis office, tracks data based on what the Federal Government is asking, and so, federal definitions of who's considered underrepresented minorities are African American or black, Hispanic or Latinx or Latin, Native American, Native Alaska, Native Hawaiian, other Pacific Islander or other ethnic groups who are underrepresented in science and engineering. There's also an explanation of what we're using of what we're meeting by marginalized, and then I also included a description of intersectionality."

"The work that EID is doing is emphasizing intersectionality, so in brief, what intersectionality means is that we're considering the intersection of race, gender, disability class for our students which means and our faculty and our staff, which means that we're addressing the whole individual, that we're not just basing practices on one item like race, like only gender; but the intersections of race, gender, class, disability."

"I also provided an explanation of each of the acronyms. EID is Equity, Inclusion, and Diversity. It was much easier to use the acronym than spell it out throughout the document because that would be a lot to do. HSI Acronym for Hispanic Serving Institution. Minority Serving Institution is MSI and AAP is the Affirmative Action Plan."

"So, with 6.1, it is also aligned with goals 3 and 4 and this is really about that foundation, a sustainable foundation. And you will see throughout, it is talking about education. I have been doing this work for probably the majority of my career in higher education, which is now nearing 25 years as an administrator since almost the past 6, 7 years. And so, I consistently get asked about education, and so on campus taking out the twenty-two presentations that Sherry Kollmann and I led, I have led about 52 presentations and workshops for our university campus. So that has been here at the university campus as well as with the community colleges. "

"In addition to that, I am asked nationwide to also present workshops so that NMSU is very well represented as an HIS, MSI Land Grant and this work. And so, the importance of education is vital to the success of our EID practices and our commitment and so you will see."

"And the key performance indicators that there is a lot of talk, a lot of reference to augmenting participation and teaching academy courses. The Teaching Academy has some great offerings. What I've heard consistently, and I participate in those offerings, what I'm hearing consistently from faculty and from staff and graduate students who participate is, we want to see more people involved and learning about these practices because this is important to the work that we're doing and the best support of our students because we really want to emphasize serving this right as an HIS, MSI. So, you will see that reflected, you will also notice that I have mentioned creating an equity, inclusion, and diversity certificate program. That was my purview at Santa Cruz, we offered a certificate program. It was just for affiliates, and we had a lot of requests outside of the university for people in the community to participate at that time we were not offering it to no-affiliate."

"However, I am talking to Dr. Coleman and that is an opportunity here at NMSU to offer that potentially online as well. And so, there is an, and I'm sure you met to say that there's a large call for increased education about how do we actually put into practice when we talk about equity, inclusion and diversity? So, you see that

reflected in the key performance indicators, the other thing I wanted to mention is the system language access plan.”

“So, that came from the College of ACES which is an excellent partner in EID work and is a model for the work that we are doing here related to EID. I have engaged many of the departments in ACES, and I have also been working directly with the Extension programs on EID practices along with the two EID co-directors, Karim Martinez, and Laura Bittner.”

“But the language access plan is also federally mandated and currently NMSU as a system can work to ensure that we are in compliance with the language access plan. So, I’ve already put together a list working with partners in ACES, of the task force who will work on ensuring that we can implement the language access plan, what that means is that for students and our community members who are requesting that some of our documents that are in English get translated into different language, we need to be able to provide that service for them. And so again, that is the plan over the next year to put the plan in place, so that we ensure that we are in compliance with the language access plan. And then that is the general overview of that objective, and I can take more questions at the end if you would like to ask me more about that. “

“The second objective is increasing representation and retention of underrepresented minorities, faculty, staff, and administrators, and this is aligned also with goal 2.”

“So, as an institution that is also federally funded. We are federally mandated to have affirmative action plans right now for some folks that might be a little bit confusing because the Supreme Court just passed right, the entire affirmative action related to college admissions, so I’ll be really clear that what the Supreme Court passes was actually, race cannot be used as a consideration for college admissions. That is very different from our affirmative action plan. The Affirmative Action Plan is related to employees, that’s faculty and staff.”

“So, historically, the Affirmative Action Plan has lived in institutional equity, and it was shared by different folks by and who work in institutional equity as of January affirmative action is now reporting to me. We have two half-time individuals who are affirmative action specialists whose task is focus on affirmative action solely. And then, we have approval to hire an affirmative action specialist, one person permanently. Here is what that means for NMSU, as an institution. That means we have concentrated time to really think through that affirmative action plan in an intentional and strategic way. We do have underutilized positions, what underutilized means is that there are certain positions across the university that are underutilized where folks are underrepresented. “

“So going back to the definition of underrepresented minorities at the beginning of the conversation, and we have had the plan, but there hasn’t been a really strong strategy that we could be using to ensuring that we are attracting the most diverse applicant pull, also keeping in mind who our student body is and based on the data, you know that 70% of our students are by pop black, indigenous people of color under represented.

And so, how is it that we can start to attract particularly faculty, who understand our student body within the context of an HSI, MSI land grant institution but also that reflects the student body that gets a little bit more challenging. But you will notice that I am saying both understanding our mission and or reflected of the student body. In staff we have more representation, as you will notice, on the data charts, but there is also a difference between who is represented in exempt and non-exempt positions, so we can more conversations about that.”

“But the actions are related very strongly to the affirmative action plans and then the key performance indicators reflect some of those actions, and I have also provided a timeline. I also just want to highlight that a lot of our timeline is also along the academic calendar, so faculty are wanting to also ensure participation will be involved in some of those decisions. So, that is primarily what I wanted to highlight about that objective.”

“Objective 6.3: Increase sense of belonging for underrepresented, minoritized and marginalized students, also aligned with goals one and five. This is really related to climate, and so the actions and the key performance

indicators are about, how do we go about creating climate surveys for students and then for faculty and staff? We have some surveying that has been done, but it has not been specifically focused only on climate. And they have not been NMSU specific; and so how do we provide a strategy that intentionally starts to trace our climate. So, we are still at the beginning stages because my office, the position that I'm in is new to the institution, and so this is a way of starting to say, Okay, here's what faculty, staff, students, administrators are saying about the climate at the university and on the community colleges. This is where we are really doing well. Here is where we need to improve. But we need the data to help inform how we are going to proceed. That also helps tremendously with retention. And again, I can talk more about that if you would like me to."

"Objective 6.4: Advance evaluation process that ensures accountability and acknowledgment for the implementation of the ID practices also in alignment with both two and four. Over the past two years, I have heard consistently from several faculty and professional staff about the importance of accountability. And people really want to be engaged in the ID work, but it gets evaluated very differently on the academic side and the non-academic side. Professional staff, our performance evaluations do evaluate us on NMSU Leads 2025, in addition to diversity and inclusion. So, I have spoken with human resources already about partnering to provide, so they provide training on how to go about the evaluation and that is for supervisors and employees, employees are engaged in self-assessment. So, we have discussed partnering so that during that conversation I would be able to talk to both supervisors as employees about how you evaluate that work in a meaningful way. I went to five different teaching Academy courses, but as I attended these courses, here is what I am learning from them. Here is how I am implementing it, and here is the outcome of how I have implemented what I have been learning. So that is on the staff side on the faculty side, also, something similar, but tenure and promotion evaluations are also quite different contingent upon the department and so, I share that many, many faculty have shared with me the EID is evaluated very differently across departments. And that's ok because expectations might be a little bit different. So, part of this objective and relation to actions and the KPIs are collaborating with the provost, working with department heads, and working with faculty on asking their input about how they want to be evaluated on equity, inclusion, and diversity efforts. And again, I am not going through the detail of the timeline because you all have that in the packet, but KPEs are identified in the packet with a timeline as well."

"And then lastly, 6.5: Cultivates a culture of respect that fosters a thriving, inclusive community, and that is where you are seeing again the climate surveying that is coming up, that I have identified. So, these objectives are very interconnected, and, in some regards, they are also progressive. And we want to ensure that the university campuses and the community colleges are retaining our students, but also retaining our faculty and our staff, who are really skilled, who bring incredible assets to the institution and a lot of the EID work is actually, how do we tap in to the assets, particularly those that our students are bringing to our campuses. An asset that I am not sure that we have fully, really tapped into are the multilingual skills that our students are bringing, and how those multilingual skills can rally improve research and grow research in unique ways. And then, the last comment I will make is, I am looking at you, Regent Chacón-Reitzel, when last we had a conversation, we have high representation of women, faculty, staff, and students; and you had asked about what is happening with the men? So, I did provide a couple of articles that talk about it is not so much that the men are not going to college, but we are seeing an increase in women attending institutions. However, there are some concerns related to the retention of men at universities in particular, men of color. But there is one of the articles that complicates what might be impacting the retention of men to. So, I wanted to make sure that you had that information. And with that, I am happy to answer any questions."

Chairwoman Devasthali, "Thank you Linda, before I pose my question, I would like to state that every institution in the country is looking for diversity in their student body and in their faculty and so it is really hard to find when we post a position, we look for a diverse pool applicants, so I think one of the things that we have to seriously consider is we have to start looking at the students we recruit and be really strategic about how we do that, because we really need to grow our own faculty so that we have that representation and in that regard, my question to you is, when there are postings for faculty, particularly, or maybe even staff, do

you have input into the job description?”

Dr. Teresa Scholz, “Not yet, unless the department head comes to me. But it is not part of an institutionalized process.”

Chairwoman Devasthali, “It should be.”

Dr. Teresa Scholz, “Yes, yes. And actually, in the KPIs as we were talking about the affirmative action plans, we have identified that there be some way of also writing the job descriptions that’s no about the skills, but more so, there’s ways of writing job descriptions that attract a particular applicant pool that still emphasizes the skills that departments are looking for, the research areas, the teaching and so on, but there’s strategies to use to ensure that we’re attracting the most diverse applicant pool. So yes, I would agree with you.”

Chairwoman Devasthali, “So, you also talked about the importance of education and I’m thing about now that all the universities are looking at equity, inclusion, and diversity. It would be important to educate the campus community on how we should be looking at this right? So, do you bring in speakers?”

Dr. Scholz, “So yes, so the diversity programs, so the diversity programs, and that’s American Indian Program, Black Programs, Chicano Programs, LGBT Plus Programs. We have an emerging Asian Pacific Islander Program as well. The diversity program directors will bring in speakers and usually those events are open to faculty, staff, to all three and to students. And we would like to have more of, a speakers Bureau and actually the Vice President for Research and myself have talked about the need for something akin to a Speaker’s Bureau that’s actually more institutional.”

Chairwoman Devasthali, “Good, good. Thank you, Any other questions?”

Regent Romero, “Thank you, it is more of a comment than a question. I was really interested in what you said about certificate programs, because I see the need out there. I see the State agency level, and I also see it in public schools. My daughter is teaching now, she is a first-year teacher last year and that comes up a lot. And the Expectation is there for them to be able to model those kinds of practices, but there is no kind of training for them to be able to do that. And so, thinking of the global program and how we can just make that more accessible, both to state agencies and public schools.”

Dr. Scholz, “Definitely, and on that note, I didn’t specifically mention culturally responsive curriculum and pedagogy and so that’s something that our provost has indicated that we need to have some sort of, like, task force or committee. And so, I want to emphasize that, that is really important. Curriculum is one element. Pedagogy is another and so how do they interconnect? And there are a lot of faculty here at the university campus in particular, who are interested in learning more about culturally responsive curriculum and pedagogy. Now, from my perspective, you know, I do not want to force faculty to do anything. So, their participation is their choice, right? But I think about again, that we are a Land grant HIS, MSI and so if we are really interested and committed to serving the best interest of our students, then we will commit to learning about culturally responsive curriculum pedagogy. And what is great too, is that we have talented faculty who their areas of expertise are culturally responsive curriculum and pedagogy. So that is something that we can do, I think, internally but ensuring that the faculty are well supported and compensated if they are going to be leading that work.”

Regent Romero, “Thank you.”

Faculty Senate Chair, Gaylene Fassenko, “Thank you Vice President Scholz. First, I want to thank you, I know that the timing has not been great, and some faculty have expressed concerns. But, just moving forward. I would ask the university leadership when possible. When we have these large discussions to try and do it during the semester. I want to thank you and let the regents and the leadership know how receptive you have been to faculty input from my perspective. When I have received information from faculty and concerns. I know I sat with you in your office the other day and you were changing things as we went along. And so, I

really appreciate that. You cannot be what you cannot see, and as an individual in a male dominated field, I know how difficult my career has been as a first gen in a male dominated career. I wondered, I just noticed last night, for students you have that you want to increase the sense of belonging for underrepresented minoritized and marginalized students, but you did not put the marginalized for faculty. That is important. Would that be something that we, you could add prior to the vote? That is important.”

Dr. Scholtz, “Yes, so a couple of things, too, which is that is an exceptionally good observation, because I always assume to, like when we are thinking about climate where I have identified that we need a climate survey for faculty and staff as well. Is that more of that information is going to emerge, what I will say is anecdotally, and this is why data is important, anecdotally, I have heard primarily for women identifies faculty of color, about some of the challenges that they have faced in different departments. Anecdotally, I have heard that many women identified faculty of color have left the institution. That is anecdotally right, and that is why starting with the climate survey, I think a lot more of that information will emerge to then inform the work as we move forward. But yes, I would agree with you, we can add that.”

Dr. Fassenko, “I know ten years ago there was data showing that women and people of color, women of color and women in general have a much higher attrition rate in Academia. They leave university within ten years of their career. I do not know if the data has been updated, I am assuming it has. But this work is really, really important and I would just add that as I’ve been on search committees over the past year in my role as faculty Senate Chair, It has become extremely apparent to me that woman and people of color take much different and non-traditional paths through leadership than to white males, and that is that traditional academia looks at going , becoming a professor, then perhaps a department head or a director then an associate dean, dean and so on, and women and people of color don’t have, or didn’t have those opportunities as much fifteen years ago. And now we are paying the price for not having that diversity. And so I think that’s one of the things that is very important as we move forward without searches is that we expand our understanding and perhaps be less prescriptive about, as you mentioned, regarding certain qualifications, still have somebody who has the qualifications and leadership experience to succeed but maybe through a different path.”

Dr. Scholz, “I want to go back to what Chair Devasthali was saying in terms of grow your own, some universities critique that notion but more and more, I come from the UC system there is a lot of conversation in the UC system about grow your own. So, how are we supporting also, our faculty in the institution, I am also including the community colleges in professional development to grow their administrative skills? I know that Provost Shoho has a plan to ensure that department heads and deans get adequate professional development, particularly department heads. But that goes along with how are we supporting our underrepresented minoritized faculty? How are we ensuring that when assistant professors come in, they are getting the support they need to get tenure and then also ensuring that they go up for full, and have conversations about why are folks not going up for full professor and are we disaggregating the data? And are we noticing that there is something that might be related to race, ethnicity, gender? There might be a pattern as to why people may not be going up for full professor because, if you go up for full, then that facilitates moving into other leadership positions as well. So, those are continued conversations that we need to have, and I think part of the climate survey would help. And, by the way surveying not just the quantitative, but we also need focus groups and so one thing I neglected to say is that Diversity Council has been on pause the past year and a half, because I really wanted to ensure that we have a new charge, an should the EID Goal 6 pass today, then that becomes the working group, Diversity Council becomes the working group for the EID goal and there’s representation on that Diversity Council. The other thing I wanted to mention is the equity, inclusion, and diversity directors and liaisons that I mentioned in the packet. So, already there are two co-directors in ACES and we had one in engineering although she just recently retired to take a different position. So, Dean Reddi and I have been talking about naming someone else and we are going to go through a process. And the other colleges have also committed to an EID Director. Those are faculty positions, they will be on the Diversity Council, they will be the direct link to faculty and the colleges as well. And then we will have something similar for the community colleges as well. And I think that will help with what you are saying too,



because the directors will be able to hear some of the information that will inform them what we might want to ask in survey information too.”

Dr. Fasenko, “I can exactly speak to that. I can exactly speak to what you just said. I am, excluding my department head, I am the only female faculty, full faculty in my department, that is a full professor yet out student body and its proportion, it is highly proportionally men in my department, yet out student body is between 70 to 80% female.”

Regent Chacón-Reitzel, “I have just a question for you. When I look at the five-year average of demographics between students and faculty compared to the state, I think that’s page 4. They describe the largest discrepancy between out undergraduate student and the State of New Mexico is with our Native American Students and also with our white Caucasian students, which I find interesting, and I think many years ago, I think, you know the number, especially for white Caucasians, was very different. But I wondered if you could address what we do for programming for those two? I know about some of the innovative work that’s college of ACES is doing because I work with that in my day job, but can you discuss that and tell me what we are doing to address?”

Dr. Scholz, “So, with our native student population, which was also in the KPIS and this is also in alignment with what Provost Shoho would like to see, is an increase in our native student population. So that is included in the actions and the KIPS so recruitment efforts that we have gotten approval to hire a native student recruiter. A lot of the efforts have been primarily centered with American Indian Program here on campus, and the Director Michael Ray has been doing a lot of the recruiting single handedly. So, we Michael Ray and I, spoke with Provost Shoho about the importance of if this is really a commitment of the institution as we are looking at our stat data, and that we need to have a native student recruiter who would be focused on that.”

“Some folks right now might be wondering, well, how is that work with the affirmative action situation that we are in; admission is different from recruitment. So, we can have specific recruitment goals. That does not mean that folks are being admitted based on race or ethnicity. So, I just wanted to clarify that. With white students, which is an interesting question, because all the programs actually do function to support all of the students. And I mean all the diversity programs, because white is not considered an underrepresented minority as are the other groups, that changes the dynamic a little bit in terms of concentrated areas. However, what we also want to think about; this goes back to intersectionality. Is that we do have white students who are first gen, low income. And so, programs like trio, for example, use first gen to ensure that all students are being supported. Those would be some of the programming where you would see support for white students. Our white students on average are still graduating at higher rates than our students of color, except for Asian students.”

“And so, that is where I think the desegregated data, the intersectional data as well, might help us understand more where there might be gaps because we want to ensure that our white students are also being supported. So, technically they are being supported through these other programs. But the question becomes is there something in particularly that is unique to white students. Likely it is related to first gen status, also related to socioeconomic class.”

Regent Saucedo, “I do not have a question but would like to continue the conversation. The numbers that jump out at me, that are quite frankly alarming are the tenure track for Hispanic and Native American. I mean those are just, they are not New Mexico. I appreciate goals, which is not my personality. I am more...what are we doing? What action is there? So that’s not today’s vote, I appreciate that and would lot to have that conversation.”

Chairwoman Devasthali, “Any other questions or comments?”

Provost Shoho, “I just wanted to share with you what you said at the onset of this discussion is absolutely true about the challenge of trying to recruit under representative faculty. There are not many out there and when

they are noticed everyone is after them, and sometimes the better resourced institutions are able to get them. One of the things that the Vice President Scholz and I have discussed is, how do we recruit when we have a position? Traditional recruiting where you put the position description in the Chronical and just wait to see what comes in, that is not an effective method. What we have to do is change the way we recruit, that search committees, their job is not to just put the job description and wait to see what comes in; their job needs to change to where they use their networks and go out and find people. And I can tell you in every academic discipline there is a subgroup of that discipline that is focused on helping under representative faculty or doctoral students become faculty.”

“The other thing you mentioned is the grow your own. I think there is two ways to look at that. Do we grow it our own here at New Mexico State which can be a little challenging in the sense that most universities have this unwritten rule, not to hire their own doctoral students and there is a good reason for that; oftentimes, if you hire your own doctoral student, the faculty who were that person’s committee members; are they now colleagues or do they still view the hires as a student and so there can be a power dynamic.”

“I have had some success in growing your own in a different manner. When I was at UTSA, I had two young Hispanics, one male and one female who came to me and asked, how do you become a professor? They had no clue and so I told them you must get your doctorate and I asked what is your goal? They stated they would love to come back here and be a faculty member at UTSA. So, I told them they should get their doctorate elsewhere. So, because of my professional network, I had connections at Penn State University and Penn State is a well-endowed university and they are looking for under representative minority students so both my students got full rides to Penn state, great institution. I also always tell my students to go someplace where you do not want to live. And so, long story short, the male student, not only did he come back to Texas, but I think 2 or 3 years ago, he is now the Dean of the School of Education at UTSA, and so he came full circle. So, these are the things I think we can try and promote with our students.”

Chairwoman Devasthali, “I couldn’t agree with you more. I think that students who get their undergraduate degrees here need to go out and experience the rest of the world, but we must make it attractive for them to come back. Right now, the way we are paying faculty does not make it attractive. So that is one of the goals of this board is that we need to make New Mexico State the university that people want to come and work at, and we cannot do that by just words, we have to show that by action. So, I agree with you completely. Any other questions?”

Dr. Fasenko, “Can I just add it is not about salary, it’s about culture and that’s where it’s going to be difficult right now to bring in people of color and minority because we don’t have a lot of those folks as you noted, Vice Chair Saucedo. Once we get a, hopefully, a reputation of inclusivity, of being welcoming. I think that will go a long way but that takes time.”

Chairwoman Devasthali, “Agreed, but we have to start somewhere. If there is no more discussion, Linda may I ask a question of you? Before I call for a vote, do you want to use as amended, or can that be dealt with separately because Gaylene wanted to include a sense of belonging.”

Dr. Scholz, “Yes, a sense of belonging to include faculty. Adam, how does that work?”

Dr. Fasenko, “Marginalized, the word marginalized in the Goal 6.2. If you think that is important to include, I think it is.”

Dr. Scholz, “So, in 6.2 increase representation retention of underrepresented, minorities and marginalized faculty staff and administrators? Yes, that will be easy to do.”

Regent Romero moved to adopt Goal 6: Build, Elevate and Strengthen Sustainable System-wide Equity, Inclusion and Diversity Practices as amended, Regent Mosely seconded, none opposed, motion passed.

### **3. Presidential Search Committee Selection, Chairwoman Ammu Devasthali**

Chairwoman Devasthali, “You have before you a slate of nominees who are from across the NMSU system. The State of New Mexico and alumni from around the country. The names of the proposed search committee members are: Ben Woods, who will serve as chair, Georgina Bedoni, Citlali Benitez, Suzanne Berger, Neil Bitsie, Wanda Bowman, Maria de Boyrie, Christopher Brown, Abel Covarrubias, Leslie Edgar, Gaylene Fasenko, Patricio Gonzalez, John Heckendorn, Christian Hendrickson, Scott Hutchinson, Lionell Manlutac, Sabrina Martin, Don Martinez, Enrico Pontelli, Marissa Sage, Steve Stochaj, Kimberly Stone, Monica Torres, John Wenzel, and Cynthia Wise.”

Chairwoman Devasthali moved to approve these nominees to serve on the Presidential Search Committee. Regent Saucedo seconded the motion.

Chairwoman Devasthali opened the floor for discussion and asked if any regents had any comments. There were none.

Chairwoman Devasthali stated: “We worked very hard on putting this committee together, we had a list of stakeholder groups who need to be involved in this search. I understand that such a committee is large. We have twenty-five members, but when I looked at the list after we put it together to see if there was any person in the group that we could take out, I realized that we could not. We needed every single one of those groups represented. So, Ben, you have a hare job ahead with twenty-five people to manage, but I am sure you are up to the task. “

All were in favor and the motion passed.

## F. Informational Items

### 1. Presidential Search Update, Chairwoman Ammu Devasthali

Chairwoman Devasthali, “I will provide a brief update about the search process. As we have said before, NMSU is committed to ensuring the search for our next university leader will be transparent and fully engages our faculty, staff, students, alumni donors, community members, and other stakeholders across the region.”

“Our search committee, reviewed by the Board of Regents this morning, will begin their work right away. They represent a diverse group of individuals who are dedicated to this university, and I am confident that their efforts will lead to the selection of an outstanding president for NMSU. Nearly one-fourth of our search committee are faculty members, a much higher percentage that we tasked for our last search. This group has additional representation from students, staff, the community colleges, and businesses in our state.”

“I am delighted that Mr. Ben Woods, the NMSU former Senior Vice President for External Relations, has agreed to serve as chair for this committee. He worked at NMSU for 25 years, serving under multiple university presidents. He’s also deeply connected to our community, serving as a former President of the Board of Directors for the Greater Las Cruces Chamber of Commerce and holding other position on the Mountain View Regional Medical Center Board of Trustees, the US Bank Advisory Board and the Las Cruces Public Schools Foundation and I know many more, thank you Ben for taking on this challenge.”

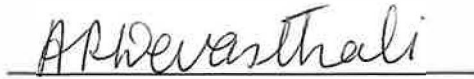
“We have already held two listening sessions in Las Cruces and over the next several weeks we will hold other listening sessions in Hobbs, Gallup, Española, Raton, Tatum, Tucumcari, Deming, Carrizozo, Albuquerque, Grants, and Alamogordo. We will simultaneously work with the Public Opinion Research and Polling company to ensure we are able to gather feedback from as many people as possible. We want to hear from our community and what they would like to see in our next leader. This is an exciting time for NMSU; for generations, the work done at our university and in service to our land grant mission has changed the lives of countless people for the better. Those efforts have not stopped, those efforts continue to happen each day, and will still be happening well into the future. I do want to emphasize one thing. We are going to be doing a search for one head of this institution. It is going to be the President of New Mexico State University System. So, moving forward, this position will be referred to as the President, and everything else is old news. We have come to

the end of our business for today, does anyone have any announcements before we adjourn the meeting?  
Seeing there is not we will move on.”

**G. Adjournment, Chairwoman Ammu Devasthali**

Regent Chacón-Reitzel moved to adjourn the meeting and Regent Romero seconded. All in favor and none opposed, the meeting adjourned at 8:57am.

**Meeting Minutes Approved on December 7, 2023 by the New Mexico State University Board of Regents.**



Ammu Devasthali  
Board of Regents Chair



Garrett Moseley  
Board of Regents Secretary/Treasurer