

Oregon Hispanic-Serving Institution Consortium - Our Vision Framework, and Membership Process

Last updated: September 2025

The Oregon Hispanic-Serving Institution Consortium (OR HSI Consortium) is a collaborative community that strengthens campus capacity to intentionally serve and be responsive to the dynamic Latine/Hispanic student body. The Consortium welcomes:

- Hispanic Serving Institutions (HSIs),
- Emerging Hispanic Serving Institutions (EHSIs),
- Aspiring Hispanic Serving Institutions (AHSIs)

The Higher Education Act defines as not-for-profit colleges and universities where at least 25% of the full-time equivalent (FTE) undergraduate enrollment is Hispanic. Institutions with Hispanic Full-Time Equivalent (FTE) enrollment at least 25%. Emerging HSIs (EHSIs): Institutions with Hispanic Full-Time Equivalent (FTE) enrollment between 15% and 24.99%.

A Holistic Vision for Equity

The OR HSI Consortium’s vision is not just about the number of Hispanic/Latine students attending higher education institutions. The purpose of the consortium is to act as a guide and model for institutions to create spaces of learning success for students who have traditionally been overlooked. This means supporting institutions in discovering the assets Hispanic/Latine students bring to campuses and teaching them from a place that honors their ancestral ways of living, knowing, and learning. Through these culturally responsive practices, the Consortium brings students and faculty together to share in the decision-making process and begin to heal from the educational models and practices that left them behind. The OR HSI consortium helps institutions create a sense of belonging for all students.

Clarifying Identity and Community

The precise delineation of terms such as “Latine” (a gender-neutral term embracing the full spectrum of Latin American heritage), “Hispanic,” and “Indigenous” underscores the importance of language and identity in shaping inclusive policies. This nuanced approach not only respects the diversity within these communities but also sets a clear foundation for the shared governance model that the consortium promotes. Recognizing these identities is essential when designing educational strategies that honor students’ backgrounds and lived experiences, thereby promoting more effective and empathetic institutional practices.

A Collaborative and Transformative Framework

The consortium welcomes institutions at various stages of serving Hispanic students—from established Hispanic Serving Institutions (HSIs) to emerging and aspiring ones. This layered inclusion creates a dynamic community of practice where a wide range of institutions can learn from one another, share evidence-based strategies, and collectively influence institutional practices and legislative policies. The framework’s emphasis on professional development, resource leveraging, and community-based decision-making demonstrates a proactive approach to elevating student success. It’s a model that places not just policy but also practical, on-the-ground supports at its core.

Building Pathways for Success

By envisioning the consortium as a central hub rich in resources and best practices, the statement highlights a dual mission: strengthening campus capacities and forging partnerships that facilitate smooth academic transitions and equitable funding opportunities. With Oregon hosting one of the nation's largest and fastest-growing Latiné/Hispanic populations (2020 Census), these initiatives are both timely and crucial. The consortium's efforts to promote successful transfer pathways, encourage inter-institutional professional development, and work with community organizations signal a comprehensive, ground-up approach to change.

- **Looking Ahead** This vision provides a blueprint not only for transforming how institutions engage with Latiné/Hispanic students but also for inspiring broader change in higher education systems across the country. Reflecting on this, one might consider:
- **Implementation:** What specific strategies could institutions adopt on campus to translate these bold principles into everyday practice?
- **Challenges and Opportunities:** How can the consortium address potential obstacles, such as entrenched institutional practices or funding disparities, while capitalizing on the strengths of community governance?
- **Broader Impact:** In what ways might these initiatives influence legislative policies at both the state and national levels, and what examples from other regions could serve as a model?

Oregon HSI Consortium: Pillars of Excellence

The Oregon HSI Consortium is committed to cultivating a community of best practices through its Pillars of Excellence, focused on addressing the diverse needs of Latine students. By implementing intentional and strategic initiatives, we aim to foster a deeper understanding and shared values to transform our institutions into a culture of *servingsness* centered on student success.

Servingsness is a concept that Garcia, G. A., Núñez, A.-M., & Sansone, V. A. (2019)¹ argue is a multidimensional and conceptual way to understand what it means to move from simply enrolling Latinx students to actually serving them. As such the idea of “servingsness” has become an elusive concept. An abundance of literature centering HSIs has been published, yet there continues to be a debate about what it means to serve students. We conducted a systematic review of 148 journal articles and book chapters to better understand how researchers conceptualize the idea of servingsness at HSIs. We identified four major themes used by researchers to conceptualize servingsness: (1) outcomes, (2) experiences, (3) internal organizational dimensions, and (4) external influences.

Pillars of Excellence

¹ Garcia, G. A., Núñez, A.-M., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding “servingsness” in Hispanic-serving institutions: A synthesis of the research. *Review of Educational Research*, 89(5), 745–784. <https://doi.org/10.3102/0034654319864591>

1. Institutional Cultural Climate
 - a. **Focus:** Building a servingness culture, HSI strategic planning, racially conscious policies, and data-driven practices.
 - b. **Metrics:** Measure progress through institutional climate surveys, disaggregated data, and the implementation of HSI strategies.
2. Professional Training & Organizational Development
 - a. **Focus:** Cultural awareness, humility, racial and social justice training, and faculty/staff recruitment.
 - b. **Metrics:** Track participation, cultural competency surveys, and long-term impacts on engagement with Latine students.
3. Student Success, Engagement, & Preparedness
 - a. **Focus:** Fostering a sense of belonging, mentorship, business/workforce partnerships, and alumni networks.
 - b. **Metrics:** Evaluate retention, graduation rates, student satisfaction, and mentorship engagement.
4. Pedagogy, Curriculum, Course & Program Design
 - a. **Focus:** Ethnic studies, STEM, academic pathways, research, and student support programs.
 - b. **Metrics:** Track student enrollment, program participation, and academic success in targeted courses.
5. Strategic Pathways & Partnerships
 - a. **Focus:** K-12 demographics, enrollment, persistence, transfer, and graduation.
 - b. **Metrics:** Monitor K-12 partnerships, enrollment rates, and program completion.
6. HSI Designation, Title V, & Financial Resources
 - a. **Focus:** Program eligibility, grant applications, and securing funding resources.
 - b. **Metrics:** Track funding applications and financial resources allocated to Latine student support.

OR HSI Consortium Membership

The OR HSI Consortium members are current, emerging, and/or aspiring OR HSIs. Each member institution shall uphold the Vision, Mission, and Framework of the OR HSI Consortium. Each institution shall be active and engaged through its membership in the consortium.

Members of the Consortium are asked to actively participate by engaging in discussions and providing input, insights, and expertise related to the Consortium's mission and objectives. Institution representatives shall take on committee assignments and sit on at least one subcommittee and/or workgroup in alignment with the Pillars of Excellence.

The membership of the consortium will include current, emerging, and aspiring OR HSI's. All Oregon 2-year community colleges and 4-year public or private universities are eligible for the consortium. Each institution can designate up to two representatives, one voting representative and one designated alternate, to conduct Consortium business. This appointment process will be left up to the institution and should be noted on the consortium membership application. While each member institution can designate up to two representatives; all institution and university employees will have opportunities to engage in Consortium planned programs and activities.

Please click on the following link to learn more about the Consortium Membership and complete the Application for the OR HSI Consortium.

[Consortium Membership Application](#)

Student Representative Position with the OR HSI Consortium

The student representatives will engage and participate in Executive Meetings, general Consortium meetings, events, workgroups, and/or subcommittees as needed. In addition, they will work collaboratively and report to the HECC representative for day-to-day tasks related to the Consortium and HECC agency needs.

The Executive Committee of the Consortium is composed of the Consortium Chair and Chair-Elect, a HECC designee, a secretary, and two student representatives. Executive Committee members work together to provide the Consortium with a strategic direction. They may also evaluate current processes and propose changes to how official business is conducted. They will also review the Consortium membership to ensure all postsecondary institutions are engaged and represented.

Please click on the following link to learn more about the Student Representative position and complete an Interest Form with the OR HSI Consortium.

[Student Representative Interest Form](#)

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