



## **Guided Pathways Steering Committee Minutes for Friday, March 12, 2021**

12:00 pm – 1:00 pm

Zoom Meeting

### **Meeting Participants**

#### **Committee Members Present**

Angel Meraz, Counselor; Amanda Phillips, Dean of Counseling; Dr. Courtney Doussett, Lead Administrator; Donna Greene, FDC Chair/Designee; Jeff Baker, VP; Jorge Perez, Instructional Faculty (Gen Ed); Dr. Oscar Espinoza-Parra, Dean of Enrollment Services; Sara Butler, Instructional Dean; Dr. Veronica Daut, Counselor/Guided Pathways Coordinator; Matt Wilson, Guided Pathways Coordinator

#### **Committee Members Absent**

Steve Holman, Instructional Dean,

#### **Recorder**

Mary Lou Marrujo

### **Meeting Minutes**

#### **1. Call to Order**

Meeting commenced at 12:05 pm

#### **2. Action Item**

##### **2.1 Funding Request: Becoming a Hispanic Serving Institution (HSI) Book Club and Speaker**

- Angel Meraz and Dr. Oscar Espinoza-Parra submitted a request for funding in the amount of \$6,000 (copy attached). Brief description:
  - Host a book club on, "*Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities.*"
  - Faculty and staff will be invited to participate in the book club, guided by two facilitators.

- The purpose of the book club is to discuss the concepts brought up in each of the chapters in the broad sense and how they apply to COD.
- The author, Dr. Gina Garcia, will facilitate these sessions. Prior to these sessions, she will review our data and prepare it in a way that will help facilitate a conversation about who we are as an HSI.
- Jorge Perez commented this his Pillar has also discussed a book club, so he would like to join forces on this project with Angel and Oscar. He suggested to read the book over summer, and then give a Flex presentation to address the concern on how to implement this project.
- Donna Greene reminded everyone to contact the Faculty Development Committee (she is the Chair), when considering bringing speakers for Flex so they can fit them into the schedule. She added that given enough notice, speakers outside of Flex can also qualify as Flex credit, e.g., Tim Wise on March 26.

## **2.1 Conclusion**

- VP Baker asked Angel and Oscar to meet with Andrea Staehle in HR to discuss including classified and leadership in this project.
- The committee voted unanimously to approve this funding request as submitted.

## **3. Information/Discussion Items**

### **3.1 Spring Projects**

- Discussion ensued on the challenge the Pillars are having working on tasks during this virtual environment.
- Many of the bigger tasks have been completed.
- Several projects are waiting on the website redesign.
- VP Baker commented that there are a couple of big pieces that Pillars I and II can work on with the K14 Education Consortium regarding dual enrollment to make sure they create their own Guided Pathways for their students. It would be a big accomplishment to help the high schools tighten their focus and develop a strong dual enrollment program with each high school. This would also help us with our FTES.
- VP Baker also suggested that the Pillar teams partner with each other.
- It was the consensus that the current structure (GP Pillar Teams meeting twice a month) is not necessarily working anymore. Many of the projects being identified are not the actual work of the Pillars. Where does the Pillar work stop, and the college work start?
- VP Baker stated that when the teams identify a project, they can work with the dean to find out ways that Guided Pathways can support them to see it

through. Do they have the available resources? Create support to make it happen.

- VP Baker suggested the Steering Committee reevaluate the current structure of GP. Perhaps more time needs to be put into the Steering Committee to move things forward.
- The college has a really good structure, but now we need to focus to make sure those structures are aligned, and that we identify the gaps.

#### **4. Adjournment**

Meeting adjourned at 1:02 pm

## COLLEGE OF THE DESERT

### Guided Pathways Project Form

All funding is tentative pending allocation from the State Chancellor's Office. Projects will be funded based on availability of funds and committee prioritization.

**Project Title:** Becoming a Hispanic Serving Institution (HSI) Book Club and Guest Speaker

**Division/Discipline/Program/Office:** Guided Pathways Pillar II and Pillar IV

**Lead Contact Person:** Angel Meraz and Dr. Oscar Espinoza-Parra

**Name:** Angel Meraz

**Email:**

[ameraz@collegeofthedesert.edu](mailto:ameraz@collegeofthedesert.edu)

**Phone:** 760.568.7519

**Project Time Frame** Start: 04/19/218/31/20 End: 12-09/310/210

<b>Activity Category</b>	<input checked="" type="checkbox"/> Outreach	<input checked="" type="checkbox"/> Professional Development
	<input checked="" type="checkbox"/> Student Services	<input checked="" type="checkbox"/> Instructional Support
	<input checked="" type="checkbox"/> Research and Evaluation	<input checked="" type="checkbox"/> Direct Student Support
	<input checked="" type="checkbox"/> Curriculum/Course Development & Adaptation	

**Student Success Indicators:** *Check all the indicators the project will address.*

**Pillar**  1. Clarify the Path  2. Enter the Path  3. Stay on the Path  4. Ensure Meaningful Learning

- Pathways:** This proposal is multifaceted and seeks to incorporate all four pillars into the process:
1. Clarify the Path will be addressed by helping us as an institution define who we are as an Hispanic Serving Institution (HSI) and how to strive to better the advance the educational success of Latina/o/x students.
  2. The other three paths will be addressed through a deep dive into our institutional data to determine where we are falling short and where we are excelling at helping our Latina/o/x students achieve academic/personal/social success.
  3. All activities proposed will address race and equity, in particular focus on the strengths of being an HIS and the important role of educating the underserved.
  4. Proposal seeks to help our 2-year college develop tangible and innovative policies, programs, procedures and practices that will better serve our students.

**Description of Project.** *Include how outcomes will be measured and which leading indicators this project will affect.*

**Part I:** Host a book club on *Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities*

Faculty and staff will be invited to participate in a Guided Pathway Sponsored Book Club guided by two facilitators. The book club will take place once a week for five weeks, and each session will be 1.5 hours. The book club will begin the week of April 19<sup>th</sup> and take place Wednesday evenings from 5:00-6:30. The purpose of the book club is to discuss the concepts brought up in each of the chapters in the broad sense and how they apply to College of the Desert.

**Part II:** 3 two-hour sessions with the author of the book, Dr. Gina Garcia. Dr. Garcia will facilitate these sessions with all faculty or a selected team, whatever we choose. The purpose of these facilitations are to put into place some of the strategies defined in the book. Dr. Garcia will first work with institutional research by reviewing our data and preparing it in a way that will help facilitate a conversation about who we are as an HSI. The facilitators will focus on better way the institution can do to improve educating our campus majority.

We can focus the three sessions on any of the below topics. Each session is \$1500 for a total of \$4,500

**Transforming Hispanic Serving Institutions:**

This training is intended for campus administrators, faculty, and staff. It can help all campus constituents think about various aspects of the campus that must be addressed for long-term change (e.g., mission, purpose, curriculum, programs, services). Dr. Garcia will discuss her organizational framework for transforming HSIs. Then, she will provide

hands-on activities to help participants develop ideas for what transformation looks like on their campus, guided by the framework, best practices, and empirical research. Topics include: (1) social and historical factors that have hindered the educational success of Latinxs, (2) decolonial and organizational theory that can guide transformation, and (3) moving from diversity and inclusion to equity and justice.

**Leading for Change at Hispanic Serving Institutions:**

This training is for campus leaders, including grassroots leaders and those who have the power to make change within their individual departments and programs. Dr. Garcia discusses the Decolonizing HSIs Framework, an organizational framework for transforming HSIs, as well as her articles on leading within HSIs. This training will help campus leaders think about the best practices for leading an organization that is compositionally diverse, despite a lack of diversity at the faculty and administration level. Topics include: (1) white educators leading within HSIs, (2) leading through a racial equity-lens, (3) disrupting deficit thinking about students, and (4) becoming an institutional agent within HSIs.

**Recruiting, Retraining, and Training Educators at Hispanic Serving Institutions:**

This training is for campus constituents who have the power to hire, retain, and train faculty and staff on campus. Dr. Garcia provides an overview of the current racial inequities in faculty and staff employment on campus. She then offers suggestions for implementing techniques to increase the number of minoritized applicants applying to open positions. Dr. Garcia also talks about best practice for training all faculty and staff on campus and retaining people of color in faculty and staff positions. Topics include: (1) racial inequities in faculty and staff hiring at HSIs, (2) implementing cluster hiring and grow your own program initiatives, (3) evaluating resumes and CVs through the lens of equity and justice, and (4) training faculty and staff for equity and justice.

**Developing Social Justice Curriculum in Hispanic Serving Institutions:**

This training is for faculty who are in charge of developing and delivering the curriculum at their institution. Dr. Garcia provides an overview of HSIs and discusses the importance of becoming “Latinx- enhancing,” offering suggestions for how to center Latinxs and other minoritized students in the curriculum and classroom. She also provides a definition of social justice in the curriculum, stressing the need for faculty across the institution to think about equity and justice outcomes. This training is hands on, allowing faculty to evaluate their syllabi and reflect on their own pedagogical practices. Topics include: (1) becoming a socially just HSI, (2) using culturally relevant pedagogy and developing socially just curriculum, and (3) current research about faculty teaching at HSIs.

**Assessing Servingness at Hispanic Serving Institutions:**

This training is for all campus constituents who are ready to assess their current progress towards becoming an HSI. This workshop is ideal for faculty, staff, and administrators who have access to data about student outcomes and experiences (e.g., DFW rates, persistence rates, IPEDS, Cooperative Institutional Research Programs, Diverse Learning Environments, NSSE, CECE, campus climate surveys, etc.). Those who have been actively implementing programs and services for better serving Latinxs and other minoritized students could benefit from this workshop. This training is hands-on, with participants asked to assess both their structures for serving and their indicators of serving, using the Multidimensional Conceptual Framework for Understanding “Servingness” as a guide. Topics include: (1) history and overview of HSIs, (2) HSI servingness defined by outcomes, experiences, organizational structures, and external influences, (3) current HSI research, and (4) assessing servingness.

**Budget.** Provide a budget that shows how, when, and where funds will be spent to support the activities.

**Note any funds from other sources that will be used on this project.**

<b>Purpose</b>	<b>Costs</b>	<b>Rationale</b>
50 books	\$1500	Books for faculty and staff that participate in the book club
Honorarium	\$4500	\$1500 per session x 3

<b>Total</b>	<b>\$6,000</b>	

**Additional Explanation/Comments**

<b>FOR GUIDED PATHWAYS STEERING COMMITTEE USE ONLY</b>	
Committee Review Date	
Institutional Research Review Date (if applicable)	MM/DD/YY
Budget Allocation	

Please provide the College's Educational Master Plan Goals and Strategic Plan Goals that this proposal will support. (Please provide the numbers that correlate to each specific goal.)

Educational Master Plan:

Strategic Goals: