



# GANAS GRADUATE PATHWAYS

GRANT YEAR 4 REPORT

OCTOBER 1, 2020 - SEPTEMBER 30, 2024





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# MESSAGE FROM GANAS GRADUATE PROGRAM DIRECTOR



Dearest Community,

Year 4 of the GANAS Graduate Pathways grant posed some unique and exciting challenges which our team rose to meet with a nimble grace. This year included the departure of our former program director, Sara Sanchez, who heralded the grant from years 1 – 3 and part of year 4, as well as unprecedented student actions on university campuses across the globe, including our own campus. Our team saw these events as invitations to continue the work of serving our communities with a compassionate lens of collaboration, innovation, and continued student-centered decision-making.

In the fall, 2 iterations of the First Year Experience (FYE) activity course were held in the Education and Literature departments. The Latinx Initiatives for Future Teachers (LIFT) activity found their groove focusing on small group mentoring and supporting their cohort's holistic wellbeing with a workshop on Radical Mental Health First Aide (RMHFA). VOCES partnered with the Colibri writing circles to host two workshops on the academic job market and Teaching Portfolios/Statements. The GANAS Graduate Services Counselor shifted to a new student-friendly appointment booking system leading to a drastic increase in 1:1 GANAS Graduate Student appointments.

In winter, the GANAS Graduate Program Director and the GANAS Graduate Student Services Counselor traveled to Seattle, WA to present on the success of the GANAS Doctoral Summer Bridge program at the national NASPA conference. VOCES continued their partnership with Colibri providing two workshops on research statements and cover letters. LIFT continued supporting their cohort creating space for community-centered conversations and mentoring experiences. GANAS Graduate Pathways also welcomed the authors of *The Latinx Guide to Graduate School* for an on campus community building meet and greet with our students in collaboration with El Centro.

Spring proved to be a most eventful quarter for the grant as we worked through shifts in staffing and significant campus protests. It was in spring that I first stepped into my role as the new Director of GANAS Graduate Pathways tasked with helping the continued success of the grant. It's a task which I take seriously and with the utmost sincerity as an alumni, it is such an honor to serve our campus community and engage in this life changing and affirming work. Along with this change in leadership, GANAS saw FYE break new ground with a first Film and Digital Media department offering. VOCES hosted a number of writing retreats including the Write Together Series featuring Dr. Yvette Saavedra.

Summer welcomed the largest cohort of incoming GANAS Doctoral Summer bridge program participants from across campus disciplines. VOCES brought Prof. Mónica Huerta from Princeton University for a summer workshop and LIFT welcomed their fourth cohort.

The work we do on this campus made possible by this grant is rare and important work that has the capacity to impact our student's lives (and thereby the entire campus community) for the better. This work is by its very nature a collaborative one that requires we approach the term community as an invitation and verb. It's this community of on and off campus partners that activates and nourishes the ecosystem of support our students who have chosen to find themselves here amongst the redwoods.

I'd like to thank everyone who contributed to making this another successful year for the GANAS grant. I'd also like to give a special thanks to our HSI team whose collective work is essential to the continued success of this grant and whose support throughout my newly minted directorship has been invaluable. I look forward to continuing the vital work of GANAS Graduate Pathways on our campus because, *Aquí Estamos y No Nos Vamos, mi gente!*

- Angel Dominguez, 2025.

# BEST PRACTICES

Over the course of the last four years we have been developing a set of best practices, leading by example and engaging with student centered decision making praxis. Below are just some examples of what our grant has been able to develop and put into practice across our sustained activities.

## **SUPPORTING HOLISTIC STUDENT WELL-BEING**

*Grant activity practitioners work to support the “whole human” when engaging with UCSC students attending to their overall wellbeing and not just their academic experience(s)*

## **PROVIDING CULTURALLY RESPONSIVE AND COMMUNITY-CENTERING PROGRAMMING**

*Grant activity practitioners work to provide student facing resources and programming that respond to and supports the validation of their cultural and community needs.*

## **CONNECTING STUDENTS WITH ON-CAMPUS RESOURCES AND NETWORKS OF CARE**

*Grant activity practitioners work to connect students with on and off campus resources systems and networks of care including caps counseling services; redwood free market and on-campus affinity groups.*

## **VALIDATION OF LIVED STUDENT EXPERIENCE**

*Grant activity practitioners engage with our students lived experiences, offering validation and support in their navigation of holistic wellbeing and success.*

## **CONTRIBUTING TO AN ECOSYSTEM OF SERVING THAT ALLOWS FOR AND ENCOURAGES CROSS-CAMPUS COMMUNITY BUILDING**

*Grant activity practitioners along with our fellow student facing campus colleagues collectively form a nexus of support that “explores how to break down institutional silos, create experiences that affirm students’ ability to be successful in college, and provide meaningful support so that students achieve their goals.”\**

\* “Ecological Validation - Pass: Promoting at-Promise Student Success.” Pass, 30 Oct. 2024, [pass.pullias.usc.edu/ecological-validation/](https://pass.pullias.usc.edu/ecological-validation/)



# GANAS GRADUATE PATHWAYS

## GRADUATING AND ADVANCING NEW AMERICAN SCHOLARS

Year 3 Grant Summary | UC Santa Cruz | Hispanic-Serving Institution (HSI) Grant | U.S. Department of Education

### Grant Objectives

- Increase the number of Latinx Graduate Student enrolled at UCSC by 35%
- Increase Latinx graduate students' writing proficiency by 3%
- Increase Latinx graduate students' sense of belonging by 12%
- Increase Graduate degree completion for Latinx, low-income and graduate students of color by 3%

### Key Partners

- Division of the Arts - Art Department
- Education Department
- Educational Opportunity Programs
- The Writing Center
- Division of Graduate Studies
- Graduate Student Commons
- The Teaching and Learning Center

### Grant Overview

**Grant Type\*:** Title V, Part B, PPOHA: Promoting Postbaccalaureate

Opportunities for Hispanic Americans

**Grant Active Dates:** October 1, 2020 - September 30, 2025

**Grant Funding Amount:** \$2,997,591

\*Title V, Part B, PPOHA: 1) expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) expand the postbaccalaureate academic offerings as well as enhance the program quality in the institutions of higher education.

The GANAS Graduate Project has been designed to unleash the potential of UCSC as a public Hispanic-Serving Research Institution (HSRI) – one of the few HSIs that is an R1 doctorate-granting university (indicating "very high levels of research activity" in the Carnegie Classification of Institutions of Higher Education) – by increasing the readiness of Latinx, low-income, and students of color from UCSC and California State University, Monterey Bay (CSUMB) to apply and succeed in graduate programs. Institutional strengths and weaknesses guided the design of eight project interventions aligned with two areas of focus along the academic pipeline: 1) Graduate School Pathway Interventions; and 2) Graduate Degree Completion Programs, to advance Latinx, low-income, and students of color. Interventions are strategically positioned to **overcome institutional barriers and equity gaps** that impede the academic success of Latinx, low-income, and graduate students of color in the areas of preparation, retention, advancement to candidacy, and degree completion.

### Institutional Gaps

1. Lack of Representation
2. Writing Challenges
3. Non-Academic Barriers
4. Advancement to Candidacy/Degree Attainment



### Graduate Degree Completion Programs

- Financial Planning/Literacy, Holistic, and Basic Needs Counselor
- Doctoral Summer Bridge Program
- VOCES Graduate Student Writing Center
- Graduate Student First-Year Experience Course: Induction to the Discipline through Collective Learning
- Latinx Initiative for Future Teachers (LIFT)

### Goal to Increase:

1. Graduate Student Enrollment
2. Writing Proficiency
3. Sense of Belonging
4. Graduate Degree Completion



# Graduate Services Counselor

The GANAS Graduate Services Counselor (GSC) serves as a one-stop resource for Latinx (aka Latine; Latino; Latina, etc.), POC, first-generation, and low-income graduate students to address non-academic challenges that impede transition and degree completion. Services are designed to provide a safe space for holistic counseling.

## Year 4 Highlights

- GANAS GSC presented at the National NASPA Conference
- In collaboration with El Centro, GANAS Hosted the authors of the *Latinx Guide to Graduate School* on campus.
- Dr. Genevive Bjorn came to UCSC campus in Winter 24' for a series of workshops including offering aimed at First Year Seminar faculty, "Teaching in the Graduate Seminar" in collaboration with the Teaching and Learning Center.
- The GANAS GSC began supporting the Graduate Student Commons Peer Mentor Program as a primary advisor and stakeholder.
- GANAS collaborated with the Center for Reimagining Leadership for a Grad Student Meet & Greet with Dr. Marisela Martinez-Cola.
- GANAS GSC worked with a GANAS graduate student to secure cross-campus funding for renowned Poet, Yosimar Reyes' 1-man show, "Prieto" as a part of the graduate student-led Undocu-Theorizations Conference (Spring 24)

## GANAS GSC Student Feedback

"The GANAS Holistic Counseling 1:1 appointments are essential to my academic success at UC Santa Cruz. Angel Dominguez provides a safe space to discuss diverse issues and contemplate their solutions. Unlimited meetings provide graduate students, like myself, flexible check-ins that allow for continued conversations. UC Santa Cruz benefits when their BIPOC/First-Gen/Low-income graduate students are cared for."

- GANAS Graduate Student (Grant Year 4)

"More than just financial help you made me feel so affirmed and comfortable as a person of color in Santa Cruz. I normally wouldn't schedule a meeting and open up about real concerns I have, but having an outlet especially for people of color provided such a necessary safe space. I feel like you understood my background, reasons for financial decisions, and there was absolutely no judgment. I sincerely hope GANAS remains a resource for me and other people on campus like me who need that affirmation. It being here will definitely help retain diverse students on campus."

- GANAS Student (Grant Year 4)

## Impact

Individual Appointments: 92

- Unique Students Served: 42
- GANAS GSC collaborated and participated in 9 events and workshops\*
  - a total of 14 events were planned for year 4 which were ultimately impacted by campus protests

**GANAS GSC has served  
117 unique students  
over the course of  
229 total appointments  
throughout years 1-4 of the grant.**



GANAS Dr. Marisela Martinez-Cola Meet & Greet

## Campus Partnerships

- Center for Reimagining Leadership
- Critical Race and Ethnic Studies Department
- Division of Student Affairs and Success
- Chicanx/Latinx Resource Center, "El Centro"
- Graduate Division
- Graduate Student Commons
- Lionel Cantu Queer Center
- The Teaching and Learning Center



# Doctoral Summer Bridge Program

A one-week residential Doctoral Summer Bridge Program focusing on students' transition to the graduate school environment to help them complete MFA or doctoral degrees.

This year, the GANAS DSB Program welcomed its largest cohort yet of 21 students from across campus disciplines. The 2024 iteration additionally provided participants with additional days of room and board in order to support their ability to view and secure off campus housing while in the Santa Cruz area.



DSB 2024 Scholars engaging in a TLC workshop

## Impact

- Unique Students Served: 21
- 4 Latinx graduate student mentors
- Graduate Division provided \$10,500 for participant stipends
- 100% of students reported...
  - Sense of readiness/preparedness to begin graduate school.
  - Understanding of on-campus resources and support networks.
  - Readiness to build community.
  - They would recommend this program to incoming graduate students

48 graduate students served and mentored by 10 unique graduate student mentors across years 1-4 of the grant

## Year 4 DSB Participant Testimonios

"This program enriches the quality of the school as a whole because it is able to provide incoming grad students with many resources provided on campus that are often under-appreciated/ under-valued. Through this program, we are not only able to bond and build community, but build lifelong connections with people we may not have connected with if it were not for this program...Angel has given us all the tools for us to be able to use while at grad school to have a more successful first-year/ grad experience. Because we have these tools, we now know where to go when we need help with academic, social, and personal needs."

- DSB 2024 participant

"The GANAS DSB showed me the effort and compassion that UCSC is willing to put forward to help me succeed academically. I feel much more confident that I can not only complete this program, but excel on this campus."

- DSB 2024 participant

"In all honesty, the GANAS DSB program helped address so many questions I had before starting my doctoral program. Being part of the GANAS DSB allowed me to feel more confident about the resources on campus, learn about different centers present, as well as get to know the campus. It has made me feel even more ready to start my PhD here."

- DSB 2024 participant

## Campus Partnerships

- Athletics and Recreation
- UCSC Basic Needs Team
- Campus Libraries
- CAPS Counseling Services
- Chicana/Latinx Resource Center, El Centro
- CRES Designated Emphasis
- Center for Racial Justice
- Digital Scholarship Commons
- First Gen Grads Group
- Disability Resource Center (DRC)
- Graduate Student Commons
- Graduate Division
- ID Card Services
- Lionel Cantú Queer Center
- UCSC Special Collections
- SlugSupport
- The Teaching & Learning Center
- UCSHIP Health Insurance
- VOCES Graduate Writing Center



# VOCES Graduate Student Writing Center

In collaboration with the UCSC Writing Center (WC), VOCES supports Latinx and all graduate students' in their writing development. VOCES offers exceptional one-on-one writing support and graduate student writing groups in collaboration with professional writing coaches and mentors.

This year VOCES continued offering writing tutoring sessions led by trained graduate student writing tutors who served 125 graduate students through 257 one-on-one consultations, 233 writing group visits, and 130 visits across workshops and retreats.

Additionally, VOCES launched the *Ponte Las Pilas* job market workshop and the *Writing Together* workshop series, aimed at providing practical writing tips to graduate students across all stages of the graduate student experience.

## Student Reflections

“As a first-year graduate student, I found the workshops extremely helpful. As someone who has a difficult relationship with writing, I found the process of journaling important to finding joy in writing. The ways that Dr. Saavedra talked about the writing process and finding my voice in my writing have empowered me to write more often. The level of care and empowerment Dr. Saavedra transmitted during the workshops have helped me see the art of writing differently; I have more confidence in my ability to write a master's thesis. I believe, I can thrive in academia and make space for my work and me to co-exist in the institution. The weekend retreat grounded me in the writing process, and I learned how to plan my writing more intentionally. I also learned how to strategically plan for the different milestones that will allow me to complete my master's thesis.”

- Writing Together Workshops Participant

“Adela was great femtor. She motivated me even when I felt very unmotivated. She helped a lot to reframe my materials in a clear and professional communication. One thing that really helped to shape my confident is that Adela told me several times that everything I needed was contained in the materials. It was just a matter of reorganizing and refining and polishing the information. This gave me confidence and also prepared me for the next stages, such as the interview and campus visits.”

- Ponte Las Pilas Job Market Workshops Participant

## Impact

- Unique Students Served: 125
- 620 total visits
- 257 1:1 appointments
- 233 writing group visits
- 79 workshop visits
- 51 retreat visits

Across Grant Years 1-4, VOCES served 401 unique students  
1,170 1:1 appointments  
749 writing group visits  
430 workshop visits  
127 retreat visits



VOCES Group Mentor Betsy Centeno speaking with incoming Graduate Students during the GANAS Doctoral Summer Bridge Program

## Services offered

- One-on-one writing support
- Group writing support
- Writing Together Workshops
- Writing retreats and/or workshops

## Webpage(s)/Links

- [writingcenter.ucsc.edu/voces](https://writingcenter.ucsc.edu/voces)
- [ucsc.mywconline.com](https://ucsc.mywconline.com)



# Graduate Student First-Year Experience Course: Introduction to the Discipline through Collective Learning

These graduate seminars are designed to introduce first-year graduate students to a discipline through a team-taught approach involving six faculty and direct exposure to their research.

This is a problem and research-based team-taught introduction to the discipline and its different disciplinary ways of considering an issue or problem, as well as an introduction to the culture of the graduate seminar. The latter aspect involves significant time spent in unearthing the hidden curriculum of graduate school life:

- *How do you read and annotate a text with an eye towards its use in your research and thought?*
- *How do you build thinking from multiple sources?*
- *How do you begin conceptualizing a research project?*

Transparency, diversity of viewpoints, and exploring multiple research and professional paths are particularly important for students of color and/or first-generation students.

## FYE Year 4 Offerings

- Two FYE courses (Education 235; Lit 200B Proseminar) were taught in the Fall 2024 to 14 graduate students across both course offerings.
- Film 200A Taught by Jenny Horne served 4 graduate students in Spring 2024.

## FYE Faculty Reflections

“To manage the needs of our PhD students with the opportunities of the GANAS initiatives, the resulting course set out to prioritize exposure of our incoming cohort to the first two years of doctoral study. The experts of value who possess the broadest knowledge base for the incoming cohort are our PhD students. In addition to being uniquely familiar with the opportunities and services on the campus, the graduate students candidly and openly share stories about the study skills that work best in our program...The feedback I received at the end of the course indicated that concluding the first year feeling grounded in a meaningful planning component for the program (determining the QE areas) had made a distinct difference in their experience.”

-Prof. Jennifer Horne (FYE Faculty Grant Year 4)

## Impact

- Courses taught Fall 2023
  - Education 235 & Literature 200B
  - Unique Students Served: 14
- Courses taught in Spring 2024
  - Film 200A
    - Unique Students Served: 4

26 Graduate Students served throughout years 1-4 of the grant.

\*The Education FYE course will be taught again with no grant funding in Fall 2024

## Grant Year 4 FYE Faculty



Prof. Juan Poblete  
LIT200B (Fall 2023)



Prof. Laura Bartlette  
EDU 235 Fall 2023



Prof. Jennifer Horne  
FILM 200A (Spring 2024)



# Latinx Initiative for Future Teachers

Cohort 3 (Summer 2023 - Spring 2024)

LIFT provides undergraduate Latinx students interested in teaching with a supported pathway into the Master's in Education and Teaching Credential (MA/C) Program, mentorship and financial support upon enrollment. LIFT Scholars earn both a Master of Arts degree and a California preliminary teaching credential in just twelve months.

This year the program supported 15 Education Masters/Credential students as part of LIFT Scholars, all funded by GANAS Graduate Pathways. Students were additionally supported with specialized student-centered and culturally-responsive workshops and group meetings meant to prepare them for credentialing exams and mentorship from local educators.

## Impact

- 15 unique students served in AY 2023-2024.
- 2 compensated current-teachers mentors
- 1 individual talks featuring special guest speakers
- 1 instructor hired to provide CalTPA testing support

43 graduate students served throughout years 1-4 of the grant



LIFT Scholars 2023 - 2024

## LIFT Scholars & Staff Reflections

"I appreciate the support and yes, I am stoked! Your UCSC Program is obviously the bomb!"

-LIFT Scholar

*This LIFT Scholar has been offered and has accepted a position teaching at Alianza, a bilingual school in Watsonville at Pajaro Valley Unified School District.*

"This grant has supported work that is making it very clear that the experiences of students of color in our university, department and program are different than that of students who are not BIPOC. It has made clear the great need for additional support for all SOC, not just the Latine SOC. We are working to deepen our understanding of Ethnic Studies throughout the program, which we hope will benefit our SOC. We have initiated discussion of expanding the LIFT Scholar program to possibly include other affinity groups."

- Soleste Hilberg, LIFT Faculty Coordinator

## Partnerships

- Education Department

## Program Highlights

- Speaker Series Event: Radical Mental Health First Aide (RMHFA) Workshop with Facilitator N. Oumou Sylla, LMFT, MA was a huge success - students felt that the content was highly relevant and important for them as students and future teachers of color, and for their current and future students.
- The program hosted one cohort event per quarter for a total of 3 at which students and their mentors came together for large-group training and community-building.
- 14 LIFT Scholars passed the teacher performance assessment, edTPA.

## Webpage / Links

- [Latinx Initiative for Future Teachers](#)



# EXECUTIVE COMMITTEE

## GANAS GRADUATE PATHWAYS



**Angel Dominguez**  
GANAS Graduate Program Director



**Charis Herzon**  
GANAS Graduate Project Director & PI



**Cynthia Lewis**  
Chair Education



**Ebonée Williams**  
AVC Student Success & Equity



**Juan Poblete**  
GANAS Graduate Co-PI



**Lorato Anderson**  
Director DEI Graduate Studies



**Marcia Ochoa**  
GANAS Graduate Co-PI



**Peter Biehl**  
GANAS Graduate Co-PI



**Stephanie Moore**  
Assistant Dean Arts

# PARTNERS & COLLABORATORS

## GANAS GRADUATE PATHWAYS



**UC SANTA CRUZ**  
DIVISION *of* GRADUATE STUDIES



**EDUCATION  
Department**



**Slug Support**

**The  
Humanities  
Institute**  
UC SANTA CRUZ



**THANK YOU**

