



# GANAS GRADUATE PATHWAYS

GRANT YEAR 2 REPORT

OCTOBER 1, 2021 - SEPTEMBER 30, 2022

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# MESSAGE FROM GANAS GRADUATE PROGRAM DIRECTOR



Grant Year 2 for GANAS Graduate Pathways (2021–2022) started with a return to primarily in-person work at UC Santa Cruz, since the beginning of the COVID-19 pandemic. In Year 2 we put in motion the remaining of our activities that had not been launched in Year 1.

In winter quarter 2022 our first First-Year Experience Course, LIT 230A, was taught while curriculum development took place for additional courses to be taught in the spring. Completing our first Annual Performance Report (APR) was also a significant milestone we accomplished in Winter 2022. VOCES, LIFT, and GSC services continued to operate and meet the needs of graduate students throughout the academic year.

In spring 2022, ART 177: Careers in the Creative Economy and MERR 35A: Pathways to Graduate School – Phase 1, were taught for the first time.

Finally came summer quarter 2022 with the first-time implementation of both the Summer Introduction to Undergraduate Research Program (SIURP) and the Doctoral Summer Bridge Program. Further, the VOCES Graduate Student Writing Center offered one-on-one consultations and Write to Thrive activities throughout the summer while the Latinx Initiative for Future Teachers (LIFT) welcomed its second cohort.

In grant Year 2 we fully implemented the remaining of our activities to be launched and with programs such as SIURP and Doctoral Summer Bridge, continued to produce signature programs primed for future institutionalization.

We could not have executed our work or impacted our students without the numerous campus partners critical to our work. While you will read the names of these people and departments throughout this report, special thanks to our HSI team members who are a critical part of our day-to-day work.

Sara Sanchez, December 2022

## THANK YOU

**Charis Herzon**, HSI Director  
**Lydia Zendejas**, HSI Project Director  
**Mari Garcia**, Contract & Grant Financial Analyst  
**Elena Valencia**, Grant Administrative Specialist  
**Maria Fernanda Alcantara**, HSI Project Consultant  
**Alvaro Gonzalez**, Equity Data Analyst  
**Giselle Perez**, Student Intern  
**Daisy Rico**, Student Intern

# GANAS GRADUATE PATHWAYS

## GRADUATING AND ADVANCING NEW AMERICAN SCHOLARS

Year 2 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

- Cal State Monterey Bay
- Division of the Arts - Art Department
- Education Department
- Educational Opportunity Programs
- The Writing Center
- Division of Graduate Studies
- Merrill College

### Grant Overview

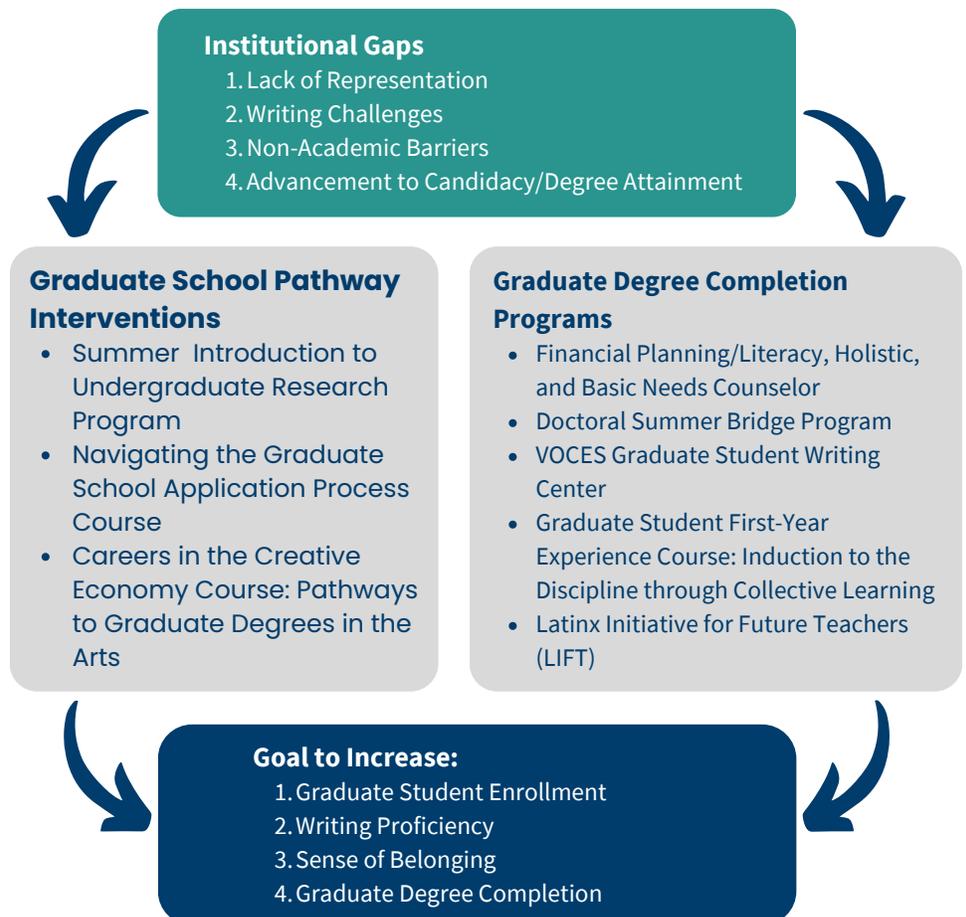
**Grant Type\*:** Title V, Part B, PPOHA: Promoting Postbaccalaureate Opportunities for Hispanic Americans

**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 Student 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.



# Summer Introduction to Undergraduate Research Program (SIURP)

## Program Description

The Summer Introduction to Undergraduate Research Program (SIURP) for Educational Opportunity Program (EOP) students at CSUMB and UCSC is a summer residential program that exposes Latinx and other underrepresented students to undergraduate research, graduate school pathways, and careers in academia.



SIURP 2022 Participants at the Santa Cruz Harbor for Whale Watching

## **Partnerships**

- ★ California State University, Monterey Bay, Undergraduate Research Opportunity Center (UROC)
- ★ UCSC Educational Opportunity Program (EOP)

## Student Reflections

"I adored this program. I have never felt so connected to my identity as Latina, and as an academic. This program created an amazing feeling of community, love, and support, and I am so thankful that I was able to participate."  
- Participant, Summer 2022

"I had an amazing time, I feel I learned so much about myself and grad school. There is so much more new knowledge I left with and I feel more confident in this journey now."  
- Participant, Summer 2022

## **Student Impact**

- Unique undergraduate students served: 21
  - 17 UCSC
  - 4 CSUMB
- Unique UCSC Latinx Students Served: 16
- 5 graduate student mentors

## **Institutional Impact**

- Engaging both undergraduates and graduate students in high-impact practices (research, mentoring, internships).
- Financial compensation for participants at all levels.
- Navigating funding challenges with campus partners (Dean of Students, EOP.)

## **Webpage(s)/Links** ✨

- [SIURP Webpage](#)

## **SIURP undergraduates indicated increases in...**

- Confidence across several areas of undergraduate research skills
- Familiarity with undergraduate research opportunities at their home campus
- Confidence in obtaining an undergraduate research experience
- Knowledge of the graduate school application process

# Pathways to Graduate School Course Series (MERR 35A & 35B)

## Program Description

This activity is designed to serve Latinx, low-income, underrepresented, and Educational Opportunity Program (EOP) undergraduate students who are unfamiliar with graduate school and its application process and equip them with strategies to pursue this next stage in their education.

### **In MERR 35A students:**

#### *Condensed learning outcomes*

1. Articulate and apply their values, motivations, and passions to decisions about grad school.
2. Analyze the graduate school pipeline for BIPOC students.
3. Reflect upon their intersecting identities and the challenges and opportunities they present on the pathway to graduate school.
4. Construct a plan for their pathway to graduate school, including goals, timeline, and materials prep.
5. Develop and practice strategies for effectively communicating with faculty and staff.

## Student Reflections

"...I truly believe that there is so much importance to this class and much to be taken away that I wish all UCSC students who come from similar backgrounds as me could take it. Upon completion of the course, I definitely feel much more confident that I know the next steps towards getting to grad school..."  
- Student, Spring 2022

"After taking MERR35A I am feeling very confident in knowing the application process for graduate programs and what resources are available to me."  
- Student, Spring 2022

### **Student Impact**

- Students Served: 19
  - Latinx Students : 15
  - EOP Students: 13
  - First Generation Students: 15

### **Institutional Impact**

- Over 60 students were interested in the course (enrollment limited to 20)
- Two new courses developed: MERR 35A and MERR 35B

### **Webpage(s)/Links** ✨

- [Pathways to Graduate School Webpage](#)
- [AHSIE Presentation](#)

### **Partnerships**

- Merrill College
- CSUMB UROC
- UCSC EOP
- Academic Advisers
- Faculty and Staff Guests



MERR 35A Students, Spring 2022

# Careers in the Creative Economy Course (ART 177)

## Program Description

This course provides students with information, tools, and strategies to embark on arts career exploration and preparation, including strategies for addressing challenges and opportunities related to diversity, equity and inclusion. Students explore their career values; network with guest speakers in creative fields (alumni, faculty, graduate students, professional artists); and create career-related documents (update resumes, cover letters, project proposals) while learning about a variety of Arts careers through guest speakers, readings, videos, and podcasts.



Guest Betty Avila presenting to the ART 177 students, Spring 2022

## Student Reflections

"The field of the creative economy is way larger and even more abundant than what I thought it would be after taking this class."  
- Student, Spring 2022

"I attribute this opportunity at the new job to the work I did in your class and the work I did with the Career Center at Santa Cruz. Keep doing what you're doing, it's good work!"  
- Student, Spring 2022

## **Student Impact**

- Unique Students Served: 23 (22 undergraduate and 1 graduate student)
  - Unique Latinx Students Served: 8

## **Institutional Impact**

- New course developed: ART 177
- Enrollment open to undergraduate and graduate students

## **Webpage(s)/Links**

- [Careers in the Creative Economy Course](#)
- [Campus News Article](#)

## Spring 2022 Guest Speakers

- Melissa Lesh: **Documentary filmmaker** "The Story of Plastic" and other films
- Juan Morales-Rocha: **Design Analyst** at Xbox Game Studios Publishing
- Ela Troyano & Krista Fabian DeCastro: **Creative Capital**, N.Y.
- Betty Avila: **Self Help Graphics**, L.A.
- George Luna-Pena: **The Broad**, L.A. Diversity Apprenticeship Program
- Eric Rosales: **Feature Film Production** Department Manager
- Christina Weiland: **Technical Director**, Pixar Animation Studios

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**Contact Information: Holly Unruh** | Executive Director, Arts Research Institute | [hunruh@ucsc.edu](mailto:hunruh@ucsc.edu)  
Spring 2022 Instructor: Shelby Graham



# Graduate Services Counselor

## Program Description

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**.

1:1 GANAS Graduate Holistic Advising Consisted primarily of...

- Discussions of how to navigate graduate school as a first-generation and/or POC student.
- Being connected to the myriad resources available to graduate students on campus.

## Student Reflections

"GANAS appointments have been extremely helpful. Angel... has helped me with housing, talking through academic anxiety and finding generative ways to ease them... Our meetings have been generative and helpful throughout the quarter. I am glad that we have GANAS as a resource and Angel as a counselor, and I look forward to continuing making more appointments." - GANAS Graduate Student (Fall 2021)

"I really enjoyed the GANAS appointments! Angel was so helpful and caring in these appointments. I really wish that these GANAS appointments would have been available at the beginning of my graduate career (I'm in my fifth year) because they would have made me feel supported throughout the entire grad school career." - GANAS Graduate Student (Fall 2021)

### **Student Impact**

Individual Appointments: 79

- Unique Students Served: 58
  - Unique Latinx Students Served: 39
- GANAS GSC Participated in 12 graduate student events

### **Institutional Impact**

- GSC has begun to establish working partnerships and ongoing referral processes with other student support entities and groups on campus such as SlugSupport and the VOCES Graduate Writing Center.
- GSC presented holistic pedagogical approaches to advising alongside other HSI colleagues at the UCSC advising conference in Spring 2022.

### **Webpage(s)/Links** ✨

- [HSI GSC Webpage](#)

### **Project Leads**

- Angel Dominguez, GANAS Graduate Service Counselor

### **Partnerships**

- CITL
- EOP
- Graduate Division
- Humanities Division
- P2R Mentoring
- SlugSupport
- VOCES

# Doctoral Summer Bridge Program

## Program Description

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.



Doctoral Summer Bridge Cohort, Summer 2022

## **Campus Partnerships**

- Athletics and Recreation
- UCSC Basic Needs Team
- CAPS Counseling Services
- Center for Innovations in Teaching and Learning (CITL)
- Chicana/x/Latinx Resource Center "El Centro"
- CRES Designated Emphasis
- Center for Racial Justice
- Digital Scholarship Commons
- Disability Resource Center (DRC)
- Graduate Student Commons
- Graduate Division (DEI & Pro Dev)
- Graduate Student Association (GSA)
- ID Card Services
- Lionel Cantú Queer Center
- McHenry Library & Library Support
- Science and Engineering Library
- SlugSupport
- VOCES Graduate Writing Center

## **Student Impact**

- Unique Students Served: 13
  - Unique Latinx Students Served: 11
- 3 graduate student mentors

## **Institutional Impact**

- Inaugural program serving underrepresented graduate students
- Graduate Division provided \$6,500 for participant stipends
- Arts Division scaling via HSI DDI grant for 2 students in Arts & Humanities

## **Webpage(s)/Links** ✨

- [HSI DSB Webpage](#)
- [HSI DDI article](#)

## **100% of GANAS DSB Student participants reported an increase in...**

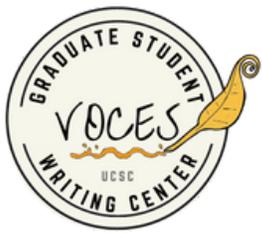
- Connection to UCSC campus.
- Sense of readiness/preparedness to begin graduate school.
- Understanding of on-campus resources and support networks.
- Readiness to build community.

## **Student Reflections**

"I cannot put to words how fortunate I feel to have been a part of this program. It's changed my perspective on graduate school and, in a short week, helped me build a community that I know will support each other throughout our time at UCSC. I can't wait to return and be a part of this program in the future!"  
-DSB Student, Summer 2022

"This was an amazing experience. As a student of color, I feel like my concerns are often thrown to the periphery; so, it was really necessary for me to hear that this university feels that my concerns deserved to not only be heard, but addressed as well. I feel wanted as a student. I feel valuable as a researcher. But, most of all, I feel seen as a fellow human being."  
-DSB Student, Summer 2022

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**Contact Information: Angel Dominguez** | GANAS Graduate Service Counselor | [adomingu@ucsc.edu](mailto:adomingu@ucsc.edu)



## Graduate Student Writing Center

### Program Description

In collaboration with the UCSC Writing Center (WC), VOCES supports Latinx graduate students' writing proficiency, sense of belonging, and degree completion. The center offers exceptional one-on-one writing support and graduate student writing groups in collaboration with professional writing coaches and mentors.

The WC had always served graduate students, but never explicitly. With a dedicated center for them, we are seeing a significant increase in student usage of the center and in the number of consultations graduate students are seeking. This indicates that VOCES is gaining momentum and reaching the graduate student community.



VOCES Write To Thrive Reception, Summer 2022

### Project Leads

- Andrea Seeger - Director, The Writing Center
- Gina Athena Ulysse - VOCES Faculty Advisor
- Marcia Ochoa - Oakes College Provost, GANAS Graduate Pathways Co-PI

### Partnerships

- Graduate Studies Division
- Colibrí Writing Circles, in collaboration with El Centro: Chicanx Latinx Resource Center

### Student Impact

- 133 students served in AY 2021-22, compared with 26 graduate students in AY 2020-21.
- 874 consultations in AY 2021-22 compared with 149 in AY 2020-21.
- 3 Write to Thrive Session with 27 students in Summer 2022
- 11 students participated in the Write to Thrive two-day retreat

### Institutional Impact

- Leveraging peer tutors, writing groups, faculty engagement, and professional coaches to cultivate graduate student writers.

### Webpage(s)/Links

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

### Services offered

- One-on-one writing support
- Group writing support
- Write to Thrive Program through The Art of Change Agency from Dr. Adela C. Licona
- Quarterly "Psychology of Writing" Workshops

### Student Reflections

"It was super helpful! I was able to get feedback on my writing quality, suggestions for how to improve, and tips for formatting the essay overall."

- Graduate Student (Winter 2022)

"This was a great workshop... thanks so much for organizing... I was particularly struck by these seemingly very simple ideas of (1) preparing to write/research so that you know what you're doing, and (2) how much your mental state matters to productive writing sessions."

- Graduate Student, Psychology of Writing Workshop attendee

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

## Program Description

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.

## LIT 230A Student Reflections

"The course provides a foundation to build from"

"It opened my eyes to types of research that I had not considered before"

"The course supported my building (and relearning) fundamentals for research, and navigating the academy"

"Cross-section of faculty helped me conceptualize my work and identify who I might like to study with in obtaining my degree"

### Student Impact

- Literature course taught Winter 2022 (LIT 230A)
  - Unique Students Served: 5

### Institutional Impact

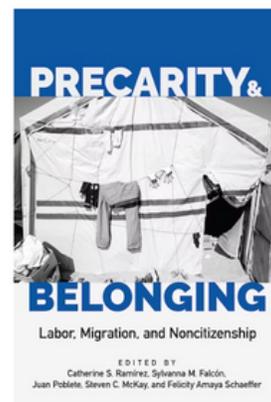
- Pedagogical methods that are evidence-based for graduate education
- Five courses will be developed and taught

### Webpage(s)/Links

- [See Partnering Faculty](#)

### Project Lead

- Juan Poblete, Faculty, Literature Department



Professor Juan Poblete and his latest publication

### Partnerships

- Kathleen Gutierrez, History Department, course Winter 2023
- Jennifer Horne, Film and Digital Media, course tentative for 2023-2024 AY



# Latinx Initiative for Future Teachers

Cohort 1 (Summer 2021 - Spring 2022)

## Program Description

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 four months. Scholars also have a mentor who is a local teacher of color to support them as graduate students of color entering the teaching profession.



LIFT Scholars Cohort 1 (Photo by Carolyn Lagattuta)

## Student Reflection

"I hope to become a role model for the next generation and see teaching as an avenue to do so. I'm also aware of the systemic problems which plague our society and see teaching as a way to encourage students to think about these issues and to inspire change."

-LIFT Scholar, Cohort 1

## On the Path to Institutionalization

- LIFT is promoted during outreach and hopefully it generates greater interest in applying to the program and greater access because of the scholarship and test reimbursement.
- The Education Department plans to continue the program after the grant expires. Additional funds will be sought and some funds will be repurposed.

### **Student Impact**

- Unique Students Served: 12
  - Unique Latinx Students Served: 12

### **Institutional Impact**

- 12 scholarships = \$24,000
- 12 testing reimbursements = \$4,800
- 5 compensated mentors:
  - 4 working professionals in the Santa Cruz community
  - 1 PhD candidate in the Education Department as lead mentor
- 2 individual talks featuring special guest speakers

### **Webpage / Links** ✨

- [Webpage: LIFT Activity](#)
- [UCSC News Article on LIFT](#)

## **Project Leads**

- Soleste Hilberg, Assistant Teaching Professor and Director of Teacher Education
- Cynthia Lewis, Professor and Chair, Education Department
- Esperanza Zamora, Coordinator MA/Credential Program and Credential Services, Credential Analyst/MA Advisor

## **Partnerships**

- Education Department

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**Contact Information: Soleste Hilberg** | Director of Teacher Education | soleste@ucsc.edu

# EXECUTIVE COMMITTEE

## GANAS GRADUATE PATHWAYS



**Juan Poblete**  
GANAS Graduate Co-PI



**Marcia Ochoa**  
GANAS Graduate Co-PI



**Peter Biehl**  
GANAS Graduate Co-PI



**Lorato Anderson**  
Director DEI Graduate Studies



**Ebonée Williams**  
AVC Student Success & Equity



**Cynthia Lewis**  
Chair Education



**Natasha Oehlman**  
Writing and Professional Communication  
Associate UROC, CSUMB



**Stephanie Moore**  
Assistant Dean Arts



**John "Buck" Banks**  
Director, Undergraduate Research  
Opportunity Center: UROC, CSUMB



**Sara Sanchez**  
GANAS Graduate Program Director



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

# PARTNERS & COLLABORATORS

## GANAS GRADUATE PATHWAYS



California State University  
**MONTEREY BAY**



Undergraduate Research Opportunities Center

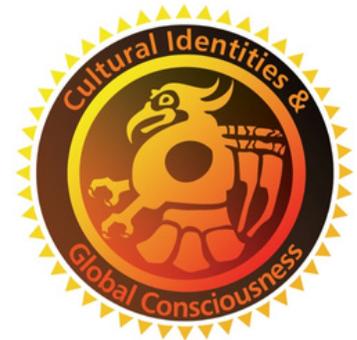
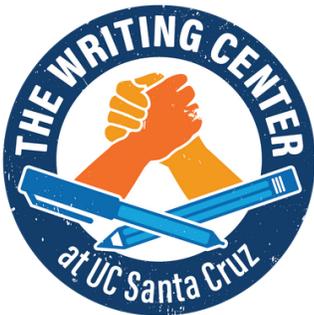
**UROC**

California State University, Monterey Bay

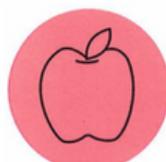
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**Slug Support**

# THANK YOU

