# Becoming Hispanic Serving Institutions Book Club Fall 2021 Recommendations for Palomar College

Facilitators: Cynthia Cordova, Eduardo Aguilar, and Dr. Hossna Sadat-Ahadi

Funded by:

Equity, Education, and Student Success Council Palomar Faculty Federation

Palomar College Becoming HSIs Book Club Members:

|  |  |  |
| --- | --- | --- |
| Leslie Aguilar Veronica Aguilera Letty Aguirre Elizabeth AlvaradoTeresa Alvarado Quainoo Shannon Andrews Cindy Anfinson Melissa BagaglioTina Barlolong Glyn Bongolan Ken Breeding Nancy Browne Cynthia Cordova Lexus Criswell Sheri Cully Joshua Delgado Marlene ForneyElizabeth GonzalezSonia Gutiérrez | Mireya Gutierrez-Aguero Fabiola Hernandez Jennifer HerreraBill Jahnel Jason JarvinenLawrence LawsonSierra Lovelace Beatrice Manneh KristenMarjanovic Leanne Maunu John McMurria Adam MeehanVickie Mellos Sabrina Menchaca Wendy Metzger Josephine Moore Katie Morris Benjamin Mudgett Michael Mufson | Scott Nelson Duy Nguyen Fidel Nieto Patrick OBrien Michael Mufson Kyle OwensStar Rivera-Lacey Tanessa Sanchez Chris Sinnott Gary SosaDiane Studinka Rosalinda Tovar Caleb Varela Johnson Crystal VelascoElena Villa Angelica Yanez Anastasia Zavodny |

**Purpose:** The purpose of the Becoming Hispanic Serving Institutions (HSI) Book Club was to examine our college HSI identity and learn how to support Latinx students, while celebrating Hispanic Heritage Month. Meetings included learning about the HSI title designation, reflecting on our HSI identity, and engaging in dialogue about our practices in the classroom and beyond. The book club served as intentional professional development for campus members to increase knowledge of best practices for HSIs, while raising awareness of the Latinx student population.

**Participants:** The participants were composed of students, classified staff, faculty members, and administrators. Book club members represented 17 different disciplines, 10 areas across campus, including Association of Latinos and Allies for Student Success (ALASS), Associated Student Government (ASG), and specialized programs.

**Engagement:** Book club members were each provided with a copy or access to the *Becoming Hispanic Serving Institutions: Opportunities for Colleges & Universities* book by Gina Ann Garcia. All members were given instructions, which included guided reading reflection questions to prepare prior to each meeting. Each book club meeting was held virtually for one hour and thirty minutes. Participants discussed reading topics in Familias, shared experiences, and applied concepts to Palomar College’s HSI identity.

**Recommendations:** Based on reading the *Becoming Hispanic Serving Institutions* book and attending three book club meetings, held between September and November 2021, participants worked collaboratively to create recommendations and strategies for the college. These are the seven recommendations for Palomar College to become a true Hispanic Serving Institution beyond the HSI designation:

# Enhance the racial, cultural, and linguistic experiences for Latinx students. Allocate resources to Latinx enhancing actions, designate time and compensation for those who lead these efforts.

1. **Hire people of color for staff, faculty, and administrator positions, including Latinx people who mirror our student population.**
2. **Protect and empower Latinx staff and faculty to go into leadership roles.**
3. **Institutional commitment to support ALASS, MEChA, and Puente.**
4. **Provide a physical space dedicated to Latinx students.**
5. **Provide a physical space for Undocumented/AB 540/DACA and mixed status students.**
6. **Use an HSI lens to improve institutional practices and require equity training for all employees.**

This document includes a summary of strategies for each of the seven recommendations on behalf of all Becoming HSIs book club members.

# Enhance the racial, cultural, and linguistic experiences for Latinx students. Allocate resources to Latinx enhancing actions, designate time and compensation for those who lead these efforts.

* + Conduct a needs assessment of current “spaces” that are being used by students to determine needs
	+ “Dashboard” of activities/support of Latinx students (goals and metrics to keep up accountable) are being met and what needs are yet to be met
	+ Have bilingual general communications examples: flyers, banners, 75th anniversary banner
	+ Include expressions reflective of students' linguistic experience in communications
	+ Integrated information versus secondary messages- unapologetically
	+ Signage across campus English/Spanish
	+ Visibility for resources specific to Latinx students
	+ Offering bilingual opportunities; Professional Development Committee is currently working on this (creating and posting all materials in Spanish and English; also creating activities that are HSI-oriented)
	+ Activities that gage our student body incorporate cultural elements examples: culturally relevant food, music, vendors
	+ Equity in language, literature and skills to be incorporated inside and outside of the classroom
	+ Begin offering a College Hour for students to engage in these sorts of activities
	+ Centralize coordination of “Events”
	+ Involve/engage students who have benefitted from our programs and services to connect with our future students
	+ Offer culturally mental health approaches
	+ Provide institutional commitment and not relying on the free labor of others or individual fundraising resources
	+ Institutionalize Tarde De Familia (permanent funding, staffing)
	+ Prioritize funding
	+ Support faculty/staff
	+ Approve leave time for staff/faculty to participate
	+ Designated physical space for students/staff/faculty that creates a sense of belonging (resources/staffing/activities)
	+ Classes (need to increase course offerings)

# Hire people of color for staff, faculty, and administrator positions, including Latinx people who mirror our student population.

* + Recruitment in non-traditional places
	+ Consider where and how we are promoting open positions; job postings need to be intentional about this and posted in places that will attract a diverse candidate pool (be proactive about these needs)
	+ Hire bilingual and diverse faculty
	+ When we include standards, include those that make it more achievable
	+ Ask and layer questions that ask candidates to discuss how they practice equity
	+ Demonstration activity/teaching example that helps represent the diversity of the college to assess how the candidates directly handle a diverse classroom (Human Resources lets us ask applicants a question about antiracism/equity)
	+ Incorporate trainings reflective of student populations
	+ Diversity Equity Inclusion (DEI) trainings embedded in onboarding practices
	+ Being careful of our implicit bias so we do not hire people who are too similar to the current make-up of what we actually want to change
	+ Engage in hiring practices that take into account the impact of diverse experiences
	+ Representation matters and impacts all of our students
	+ Hire faculty who use culturally responsive teaching since tenure-track faculty will be here a long time – ask them to show how they demonstrate this
	+ Ensure there is no disconnect in what we say we value and what we do
	+ Support for part-time faculty to be involved whenever possible

# Protect and empower Latinx staff and faculty to go into leadership roles.

* + Support the retention of these employees, since too much of a burden gets put on our employees of color to do a lot of the equity work
	+ Allocate and allow leave time for supporting Latinx initiatives
	+ Make opportunities visible and communicate opportunities – “you don’t know what you don’t know”
	+ Support for part-time faculty to be involved – ensure that our part-time faculty are paid for the work that they do
	+ Mentoring opportunities can help with visibility for Hispanic/Latinx faculty who are seeking opportunities (SDICCA can help with mentorships and ASCCC can help with mentorships too)

# Institutional commitment to support ALASS, MEChA, and Puente.

* + Provide funding for these programs from through the College’s general funds
	+ Additionaly, dedicate HSI funding for these programs
	+ Create systematic and budgetary process to support and follow the MOU’s
	+ Dedicated position to cultivating Latinx focused and other student equity groups
	+ Cultivate cultural activities
	+ Respond to non-instructional Program Review and Planning forms (PRPs) requests for any and all budgetary requirements needed to current programs
	+ Include ALASS into the Organizational Structure
	+ Provide release/reassigned time to support ALASS to get their work done
	+ Need participation from the campus and institutional support (release/reassigned time) to do the work since current situation is not sustainable
	+ Enhance support for the Puente Program (usually only hold 1 cohort per semester) by providing staffing and resources
	+ More mentors for Puente needed to share professional experiences with students
	+ Promote the Puente Program by communicating with students that the program exists
	+ These groups need a designated space, support, and funding, an example is that ALASS and MEChA do their own grass root fundraising for graduation
	+ Incentivize broad participation in Latinx events
	+ Support graduation for Latinx students, embedded into usual graduation week and information, rather than as a less known event

# Provide a physical space dedicated to Latinx students.

* + Create spaces and places of belonging for Latinx students
	+ Visual representation, rebranding, cultural art throughout the campus community
	+ Cultural hub center
	+ Prioritize this space in the Facilities Planning and identify the space
	+ Recognize that if all Facilities Requests go through PRPs, then this is an institutional barrier to getting a dedicated space
	+ Make this a visible cause to get this space
	+ Establish a line item in the budget to support this space
	+ Create a task force with members from the governance councils, along with other faculty/staff/students, and engage all constituents to move this forward
	+ Student lounge modeled on the Veterans’ resource center

# Provide a physical space for Undocumented/AB 540/DACA and mixed status students.

* + Create spaces and places of belonging for undocumented students
	+ Prioritize this space in the Facilities Planning and identify the space
	+ Make this a visible cause to get this space
	+ Establish a line item in the budget to support this space
	+ Create an advocacy group/task force with members from the governance councils, along with other faculty/staff/students, and engage all constituents to move this forward
	+ Student lounge modeled on the Veterans’ resource center
	+ Include not only resources, but also lockers for personal belongings, microwaves, etc.
	+ Locate office spaces with the College’s commitment to ensure this is a safe space
	+ Add the education aspect to this item for the campus community, such undocumented resource and ally training, provide legal services to students, and create staff positions that are inclusive of Undocumented/AB 540/DACA candidates

# Use an HSI lens to improve institutional practices and require equity training for all employees.

* + Professional Development opportunities that include some requirement hours towards diversity (HSI) training, on a yearly basis for staff, faculty, administrators, and board members
	+ Provide cohort trainings for incoming employees with trained facilitators
	+ Work with all constituent groups to validate mandated training for everyone, including unions and employee groups
	+ Ensure that new hires have an equity lens
	+ Train all employees on microaggressions
	+ Participate and model practices from the Strong Workforce institute (analyzing student demographics to remove inequities) Dr. RAD, Cultural Curriculum Collective (at MiraCosta), and others