

DR. MARY B. GUTIERREZ

PROFESSIONAL SUMMARY

A passionate and inclusive educator, mentor, and community college leader with demonstrated experience addressing higher education's equity gaps in student outcomes. Over 25 years of student-centered leadership guided by integrity and strategic planning and characterized by transparency and effective communication. Committed to collaboratively creating an innovative and caring campus where students, staff, faculty, and administrators are doing their best work demonstrated in equitable outcomes.

PROFESSIONAL EXPERIENCE--Administration

Diablo Valley College, Pleasant Hill, CA

Diablo Valley College, a top California transfer institution, is a diverse suburban community college that serves approximately 20,000 students on two campuses. DVC is the largest of three colleges in the Contra Costa Community College District.

Vice President of Instruction

June 2018-Present

Report to college president. Serve as Acting President. Direct reports include two senior deans, six deans, one director, and three administrative assistants. Indirect reports include 40 department chairs and a faculty of more than 800 full and part-time instructors.

Focused on achieving equitable outcomes, lead vision for the academic direction of the college. Responsible for budget of \$26.5 million. Serve on the district team for the negotiation of the faculty contract. Collaborate within the college, district, and region to serve all students and their communities effectively and equitably. Serve on the district Chancellor's extended cabinet. Attend meetings of the Contra Costa Community College District Board of Trustees and represent the college at district board meetings in the absence of the president.

Key accomplishments

- Provide vision and leadership for an equity-focused guided pathways framework. Academic programs, divisions, buildings, and budgets are being collaboratively revised through a student-centered lens. In Fall 2021, interest areas will be supported by student success teams that merge services traditionally provided separately by student services and instruction.
- Provided equity-minded leadership and practical assistance as English, Math, and ESL faculty eliminated placement tests and mandatory developmental coursework. The data-informed decision increased access

to transfer-level English, which rose from 51% to 100%. Access to transfer-level Math rose from 64% to greater than 99%.

- Improved college-wide racial justice and equity professional development. Organized college-wide implicit bias professional development. Revised hiring language and process to be inclusive of non-binary applicants. Successfully requested a district-wide minimum qualification of understanding of, sensitivity to, and respect for the diverse academic, socio-economic, race, ethnicity, gender identity, sexual orientation, age, politics, philosophy, disability, and religious background of all students, faculty and staff.
- Advanced the college's goal of a diverse faculty. Brought Academic Senate and United Faculty leadership together to plan new marketing, training, and hiring processes, resulting in twice as many diverse faculty hires than in the previous year. Sustained increases in diverse faculty hires in the subsequent year.
- During COVID-19, provide highly visible leadership to instruction and student services. Convene joint meetings of all deans college-wide to coordinate the college's remote operations. Provided weekly communication and open office hours.
- Successfully advocated on behalf of classified professionals at the cabinet level. Working with the VPSS, worked to elevate the cultural status of classified professionals, including meaningful inclusion at convocation, commencement, all-college day, and college-wide recognitions. The Classified Senate president now serves on the college president's expanded cabinet, as does the Academic Senate president.
- Serve on the executive team responsible for planning and oversight of \$ 191.2 million-dollar bond project that includes infrastructure upgrades and new athletic and instructional facilities. Maintain focus on guided pathways lens for facilities and efficient management of financial resources while addressing college-wide facility needs.
- Provide leadership for partnership with Bay Area Year Up, a year-long tech program that was recognized by the California Economic Summit as the best Industry & Education partnership in California. Introduced the first Digital Marketing Bootcamp in a California community college. Provide collaborative leadership for the development of Cannabis Entrepreneurship program.
- Contributed to fundraising activities at DVC. For example, secured \$250,000 funding to develop Diamante Scholars, a high school-to-STEM pathway with a focus on Latinx students and a \$250,000 strategic enrollment grant focused on working adults. Support the expansion of the DVC foundation by recruiting members and raising funds for Women's Initiative Scholarships and mentoring program, a joint endeavor with the DVC Foundation Board.

Skyline College, San Bruno, CA

Skyline College is a highly diverse community college that serves approximately 10,000 students annually.

Skyline College is recognized as a leader in equity, social justice, and implementing change. Skyline College is one of three colleges in the San Mateo County Community College District.

Dean of Language Arts

July 2012-June 2018

Charged by the president as the administrator responsible for initiating college-wide Guided Pathways leadership. Served as Acting President. Provided innovative, equity-minded leadership to Communication, Journalism, English, Literature, English for Speakers of other Languages, and World Languages, the English Language Institute, and Skyline College Middle College. Lead administrator for fifteen learning communities and career advancement academies.

Key accomplishments

- Maintaining equity as our lens, provided vision, strategy, and collaborative leadership for the development of meta-majors, guided pathways, curriculum maps, and the redesign of general education. In partnership with faculty leads, facilitated an inclusive, college-wide design and build process that engaged students, faculty, and professional staff.
- Collaborated with college and adult school leadership to develop team-teaching between adult school and community college faculty. With ESL faculty, innovated a learning community model of ESOL-to-English instruction which produces rates of success above 80% in ESL courses and greater rates of success in college-level English than demonstrated by non-ESL students.
- In close partnership with faculty and administrators district-wide, supported development and implementation of transcript-based placement and multiple measures of assessment for English years before required by AB705, while increasing both access to transfer-level English and successful course completion. With English department leads, implemented the of co-requisite model of college-level accelerated English and community of practice. Faculty closed the equity gap between African American students and Asian and white students in the first year of implementation.
- Advocated for the Women's Mentoring and Leadership Academy (WMLA) and supported its founding. Sought ongoing reassignment and budget to ensure the future of the WMLA. .
- Worked with adult school leadership, CTE leadership, deans, and faculty to align community college and adult schools. Led development and supported implementation of bridge programs in Hospitality and Allied Health. Increased rates of adult school to college transfer and rates of success once transferred.
- Developed MOUs with three school districts and partnerships with multiple high schools. Worked closely with the Director of the Middle College and South San Francisco Unified School District partners to support the development of the Skyline College Middle College. Led collaboration and program development with Design Tech High School and Westmoor High School to increase high school participation in dual enrollment programs and matriculation from high school to college.

- Provided leadership for distance education, including initiating a community of practice for online English instructors, support for faculty-written online text book for all English classes, and strategic leadership that increased success rates in online instruction and enrollment in previously low-enrolled courses.
- Supported growth and success of international student programs through district-level leadership and advocacy. Promoted TOEFL as placement for international students, collaborated with Silicon Valley Intensive English Program including curriculum and staffing, and coordinated with the director of International Student Program to plan for international enrollment needs.

Cascadia College, Bothell, WA

Co-located with University of Washington-Bothel, Cascadia serves approximately 2500 students annually.

Nationally ranked by Washington Monthly, Cascadia is recognized for its innovative structure organized around student learning outcomes.

Associate Dean

June 2010 - July 2012

Oversaw hiring, support, and evaluation for all part-time faculty in all disciplines including career and technical education programs. Responsible for schedule development for entire community college.

- Assisted organization of the college's first part-time faculty Diversity Hiring Fair. Worked with full-time faculty to hire 51 part-time faculty members in 11 months and increased the diversity among part-time faculty.
- Led strategic planning and enrollment management. Successfully revitalized Art which had languished for years. Built the Art enrollments necessary to fill all classes in the major, including new courses. Aligned resources, staffing and scheduling to meet student demand in the pre-med sequence, which had been impacted by high demand.

University of San Diego, San Diego, CA

The University of San Diego is a private Roman Catholic research university with an annual undergraduate enrollment of 5600.

Director of Lead@USD

June 2009 - June 2010

Reported to the Assistant Dean/Director of the Center for Student Success. Founding director of Lead@USD, a program that increased equitable outcomes by supporting under-represented, low income and first-generation students. Served as the Director of USD's first commuter student center and program.

- Provided proactive leadership to foster diversity, inclusion and equity college-wide. Promoted understanding of, respect for, and responsiveness to the needs of underrepresented, first-generation, low-income and commuter students in a privileged and predominately white institution.

- In first semester reduced the percent of Educational Opportunity Program students on academic probation from 25% to 2.5%.
- Implemented commuter student center and programming to increase students' sense of community and belonging on a residential campus.

Highline College, Des Moines, WA

A four-time recipient of the Higher Education Excellence in Diversity (HEED) Award, Highline College is nationally recognized for inclusive service to its a highly diverse student body of 17,000.

Director of Early College

July 2004 - June 2009

Founding director of a Gates-funded early college where first-generation high school juniors and seniors completed two years of college courses in community-based, interdisciplinary courses.

- Fostered innovation in the development and implementation of an instructional program that used a Students First philosophy. Social-justice themed, two-year curriculum provided a pathway to the completion of the AA or AS. Our model integrated two disciplines in team-taught courses that adopted authentic learning as students applied course outcomes in real projects in the community. Faculty and students developed a democratic school philosophy and practice informed by Paulo Freire.
- Developed extensive network of partnerships and community relationships with area government, non-profits, and schools to support the faculty in implementing authentic learning pedagogy.
- Supported Gates Foundation grant for four years, including quarterly and annual reports and data collection. Effectively managed grant budget and state budget.

PROFESSIONAL EXPERIENCE—Selected Teaching

San Francisco State University, San Francisco, CA

Adjunct Faculty

August 2000 – present

Teach Leadership and Coalition Building in SFSU's doctoral program for Educational Leadership, which is focused on transformative leadership, social justice, and equity. Provide ongoing mentoring to EDDL students.

Tusculum College, Greenville, TN

Assistant Professor of English and Asst. Cross Country Coach

Aug. 1999 - May 2004

Chaired Programs and Policies, faculty committee responsible for oversight of curriculum, academic programs, and academic policies. Took 2003 women's conference champions to DII Nationals.

St. Lawrence University, Canton, NY

Writing Center Director & Visiting Instructor of English

August 1995 – June 1999

Founding director of the university writing centers. Co-directed summer writing across the curriculum summer institute. Faculty in TRiO, Higher Education Opportunity Program, and Summer Bridge. Team-taught in nationally recognized first-year program.

EDUCATION

Ed. D. Educational Leadership, San Francisco State University, San Francisco CA

Dissertation: *Acceleration and Community College English: Community of Practice, Equity, and Institutional Change.*

MA, English, Virginia Polytechnic Institute and State University, Blacksburg VA

BA, English Education, Virginia Polytechnic Institute and State University, Blacksburg VA

RECENT PRESENTATIONS

Authentically Student-Centered: Listening to Our Students and Implementing the Six-Factors Framework.

Diablo Valley College All-College Day, January 2020

AB 705 and the Mexican American Legal and Education Defense Fund: A Historical Perspective, *Diablo Valley College All-College Day*, January 2019

Equity and AB 705, *San Francisco State University Research Symposium*, March 2018

Creating a Lasting Guided Pathways Movement on your Campus, *IEPI*, February 2018

A Comprehensive Planning Process for the Development and Implementation of the Skyline College Promise, *Strengthening Student Success Conference, RP Group*, October 2017

Inclusive Inquiry and Collaborative Design: How to set the stage for creating guided pathways, *Strengthening Student Success Conference, RP Group*, October 2017

Faculty as Change Agents: Growing Faculty Leaders for Campus Transformation, *Strengthening Student Success Conference, RP Group*, October 2017

LEADERSHIP DEVELOPMENT AND AWARDS

Aspen Rising President Fellow, 2020-21

Leadership and Communication, *Fierce Conversations*, September 2017

Advancing to the Chief Academic Officer, American Council on Education, October 2017

Women's Leadership, Center for Creative Leadership, June –September 2016

Randy Lawson 411 Academy for New and Aspiring CIOs, October 2015

Fellow, Fulbright Foundation, Education and HIV/AIDS in South Africa and Namibia, 2005

Faculty Leadership award, Tusculum College, 2004

Fellow, Salzburg Seminar, Women in Democracy, 2004