De Anza Academic Senate Equity 4 Excellence Mini-Grant Proposal (DRAFT)
Co-Sponsored by Chancellor Judy Miner and President Brian Murphy

Purpose: To inspire and support faculty efforts to advance student equity and retention through activities that utilize application of validation theory with students from disproportionately negatively impacted populations.

Two Mini-Grants Available To Apply For:

1) Coffee or Lunch With Students From Disproportionately Negatively Impacted Populations (African Ancestry, Latino, Filipino, EOPS, Foster Youth, Low-Income, Veterans, Pacific Islanders and students with disabilities, LGBTQQIA +, Students with children, homeless/housing insecurities, formerly incarcerated, etc.). Maximum of one Coffee/Lunch Mini-Grant per faculty member per quarter.

Application Process/Form:
a. Check with Academic Senate Officers (detoroalicia@fhda.edu, chowkaren@fhda.edu, nguyenjames@fhda.edu) about whether mini-grant funds have been exhausted prior to planning for Coffee/Lunch Mini-Grant reimbursement.
b. Once funds have been confirmed by Senate Officer(s), submit dated original receipt (from the current quarter) for food and/or drinks from a De Anza campus dining service, Bookstore, or cafe, purchased for yourself and a minimum of two students from our disproportionately negatively impacted populations ($50.00 maximum)
c. Submit a paragraph summary of what you and the students discussed during your coffee/lunch and how this contributed to student validation.
d. Submit a list of the names and SID of the students you met with.

A limited supply of $10 Vouchers to Power Up Café will be available to STUDENTS to come to pick up to ask their professor to coffee
Limit: One per student ; interested students can email Senate Officers (see above).
Modeled on SJSU's "Coffee With A Professor" program

Suggested template and protocol for reaching out to targeted students for Coffee/Lunch Mini-Grant:

1. Send an email to the student(s) you wish to outreach via blind copy (bcc) with the only visible email address in the "To:" field being your own FHDA email address.

2. Suggested email format. This can also be announced to the class publicly to encourage students to approach you individually to take you up on the offer:

"Dear Student:

As your instructor, I am committed to facilitating your course success. Studies have shown that when college students feel engaged and supported by their professors, they are more likely to succeed in their courses and educational goals. I would like to invite you to join me for [coffee/lunch] on campus on [date, time] at [campus cafe/cafeteria]. [Coffee/lunch] will be on me! I am interested in talking with you about how the course is going for you, as well as your educational goals and plans. If you cannot make it at that specific day/time, I am willing to try to schedule another time when we both can make it. Please reply back if you are interested in meeting up for [Coffee/lunch] on me.

Sincerely,
[faculty name]"

2) Mini-Grant for Equity 4 Excellence Activity (apply at least two weeks prior to the activity date). Maximum amount awarded per faculty: $300.00 (can be spread out over multiple Equity 4 Excellence activities)

Application Process/Form:
a. Name of Faculty
b. Phone and Office contact information
c. Course number/Title and Quarter/Year in which you plan to do the activity
d. Proposed date(s) of activity
e. Brief Description of Activity (approximately 5 sentence answer)
f. Justification/Explanation of how the activity will validate students from disproportionately negatively impacted populations and expected outcomes (approximately10 sentence answer)
g. Estimated number of students impacted
h. Ways in which students' academic and/or interpersonal validation will be captured/recorded and assessed, e.g. written/recorded student brief self-reflection pre- and/or post-activity, or student survey. (approximately 5 sentence answer)
i. Amount requested and itemized breakdown of what the funds will be spent for

Submitted applications will be reviewed by Academic Senate Mini-Grant Review Committee made up of Academic Senate faculty, who will come up with and use a Mini-Grant Application Rubric to review and approve the applications in the order that they are received. Applicants should expect to wait between 2-3 weeks for the committee's response.

Receipts for approved expenses, a minimum 1-page summary of what took place in your activity and how this contributed to student validation, as well as a list of the names and SID of the students who participated in the activity will be required for reimbursement of the approved expenses for the awarded mini-grant activity.

More contextual information about validation theory, which you should use to inform how you plan to validate students during your coffee/lunch chat as well as your outcome of your proposed mini-grant activity:

From the introductory article "Revisiting Validation Theory: Theoretical Foundations, Applications, and Extensions" in this journal: https://www.tgslc.org/pdf/emj-s11.pdf:

"…validation refers to the intentional, proactive affirmation of students by in- and out-of-class agents (i.e. faculty, student, and academic affairs staff, family members, peers) in order to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment."

For example, validating experiences included instances such as when:
• Faculty took the time to learn their names and refer to them by name.
• Faculty gave students opportunities to witness themselves as successful learners.
• Faculty ensured that the curriculum reflected student backgrounds.
• Faculty shared knowledge with students and became partners in learning.
• Faculty told students, "You can do this, and I am going to help you."
• Coaches took the time to help students plan their futures.
• Faculty encouraged students to support each other (i.e., form friendships, develop peer networks, share assignments, provide positive reinforcement).
• Faculty and staff served as mentors for students and made an effort to meet with them outside of class such as in patio areas, in cafeterias, and/ or in the library.

There are two types of validation: **academic** and **interpersonal**.

"Academic validation occurs when in- and out-of-class agents take action to assist students to "trust their innate capacity to learn and to acquire confidence in being a college student" (Rendón, 1994, p. 40). In classrooms, faculty can create learning experiences that affirm the real possibility that students can be successful. One way this can be done is by inviting guest speakers and exposing students to individuals who come from backgrounds similar to the students. One of the reasons why many students find ethnic studies programs so appealing is because they are able to learn in a validating classroom context.

Students can cultivate a learning a community, have professors who draw out student strengths, learn about their history, see themselves in the curriculum, and interact and develop close relationships with faculty and peers who reflect their own backgrounds. Another example is that faculty can validate the notion that what students know and bring to the classroom is as valuable as what others think and know. This calls for attention to the curriculum so that students witness themselves in what they are reading and learning. Yet another example is that faculty can affirm student cultural experience and voice by having students write about topics rooted in students' personal histories. Rendón (1994) also noted another example of academic validation, which can occur when faculty members design activities where students can witness themselves as powerful learners. In this example, the participant, a community college student who had been out of school for a long time and had been raising children on her own, initially believed she might not be able to find success in college. When asked, "When did you believe that you could be a capable college student?" she enthusiastically referred to her communications class, in which she had been taped giving a speech. The student reflected on the experience of watching herself on tape: I don't know quite how to say this, but when you hear yourself talk … and you observe this individual that has blossomed into something that I hadn't even been aware … I would sit in awe and say, "That's me. Look at you. And I like me." (p. 41) In a validating classroom, faculty and teaching assistants actively reach out to students to offer assistance, encouragement, and support and provide opportunities for students to validate each other through encouraging comments that validate the work of peers.

Interpersonal validation occurs when in- and out-of-class agents take action to foster students' personal development and social adjustment (Rendón, 1994). In a validating classroom, the instructor affirms students as persons, not just as students. Faculty do not detach themselves from students. Rather, faculty build supporting, caring relationships with students and allow students to validate each other and to build a social network through activities such as forming study groups and sharing cell phone numbers."