

HOLYOKE COMMUNITY COLLEGE

BOARD OF TRUSTEES

Tuesday, August 23, 2022 – 8:00 a.m. - 9:30 a.m.

Join Zoom Meeting

<https://hcc-edu.zoom.us/j/95801038829?pwd=NilzeVJ5OGJYTWNGMGICb2E0d2VBUT09>

Meeting ID: 958 0103 8829

Passcode: 889897

One tap mobile: +19292056099,,95801038829#,,,,*889897# US (New York)

AGENDA

1. Call to Order
2. Roll Call
3. Introduction of New Trustees
4. Consent Agenda
 - Consideration of Minutes for Board of Trustees Meeting of June 28, 2022 (separate attachment)
 - Report of Personnel Actions dated August 23, 2022
To approve the personnel actions for the Non-Unit Professional and MCCC Unit Professional Staff
 - Committee Reports
 - Advocacy
 - Audit and Finance Committee
 - By-Laws and Governance
 - Equity
 - Nominating
 - Presidential Evaluation Committee
 - Strategic Planning
5. Sabbatical Leave Request for Ileana Vasu (memo /application on page 5)
 - To approve the sabbatical request as listed above
6. Board Discussion - *Extension of the Suspension of Certain Open Meeting Law Provisions Thereby Allowing Remote Participation* (through March 31, 2023)
7. Report of the Chair
8. President's Report
 - Strategic Plan Update
 - Other Updates
9. Upcoming Events
 - Fall Semester Begins on September 6, 2022
 - HCC Foundation Golf Tournament - September 12, 2022
 - 11 am Registration / 12:30 pm Shotgun Start / 4:30 pm Cocktails, Dinner & Program

- Board Retreat - Friday, September 30, 2022, 11:30 am - 4 pm at the HCC/MGM Culinary Arts Institute
- Save the Date - HCC Foundation Scholarship Reception - November 9, 2022 at 3 pm
- Save the Date - #TOGETHER HCC 2023! on Tuesday, April 25, 2023
- Save the Date - HCC 2023 Commencement - June 3, 2023 at 10 am

10. Adjournment

NEXT SCHEDULED MEETING – TUESDAY, SEPTEMBER 27, 2022

**HOLYOKE COMMUNITY COLLEGE
OFFICE OF THE PRESIDENT**

MEMORANDUM

TO: Board of Trustees

FROM: Dr. Christina Royal, President

DATE: August 23, 2022

SUBJECT: Personnel Updates

Non-Unit Professional Appointments

Name	Title/Area/Funding	Date of Hire
John Sieracki	Leadership Gift Officer and Manager of Campaign Initiatives/ Institutional Advancement/State Funded	07/31/22
Emily Stout	Director of Itsy Bitsy Child Watch Program/Grant Funded	07/24/22
Jane Johnson Vottero	Director of Marketing & Strategic Communications/ Institutional Advancement/State Funded	08/24/22

Non-Unit Professional Interim Appointments

Name	Title/Area/Funding	Period of Appointment
Elizabeth Breton	Interim Dean of Science, Technology, Engineering, and Math/State Funded	08/1/22 – 07/31/23
Andrea Hojnacki	Interim Director of Disability Services/Office for Students with Disabilities & Deaf Services/State Funded	08/1/22 – 07/31/23
Julie Phillips	Interim Director of Development/Institutional Advancement/State Funded	06/21/22 – 06/30/23

MCCC Professional Appointments

Name	Title/Area/Funding	Date of Hire
Heidi Elmer	Learning Specialist// Office for Students with Disabilities & Deaf Service/State Funded	07/24/22
Rebecca Leporadi	MAICEI Program Coordinator (temp)/ Office for Students with Disabilities & Deaf Service/External Funding	07/24/22
Shayle Martinez	Learning Specialist Disability Services/Office for Students with Disabilities & Deaf Service/State Funded	09/01/22
Dee Westcott	Nursing Resource Coordinator/Health Sciences & Culinary Arts Division (10-month)/State Funded	09/06/22

MCCC Unit Professional Reappointments

Name	Title/Area/Funding	Period of Reappointment
Sintique Carrillo	Senior Community Outreach Counselor/El Centro/ Grant Funded	07/01/22 – 06/30/23
Milissa Daniels	Career Development Counselor/Workforce Development/ Grant/Trust Funded	07/01/22 – 06/30/23
Derek Estrella	Academic Counselor/TRIO Student Services/Grant Funded	07/01/22 – 06/30/23
Shannon Glenn	Learning Specialist/Gateway to College/Grant Funded	07/01/22 – 06/30/23
Marangely La Santa	Senior Community/Outreach Counselor/Early Childhood Education/Grant Funded	07/01/22 – 06/30/23
Abby Mahoney	Senior Special Program Coordinator/Early Childhood Education /Grant Funded	07/01/22 – 06/30/23
Alethea Melanson	Senior Staff Assistant/Western Mass CORE/Grant Funded	08/04/22 – 06/30/23
Sullynette Ortiz	Academic Counselor/El Centro/Grant Funded	07/01/22 – 06/30/23
Amy Woody	Foundations of Health Academic Counselor/Academic Advising/Grant Funded	07/01/22 – 06/30/23

SUGGESTED MOTION: To approve the personnel actions listed above for the above Non-Unit Professional and MCCC Unit Professional Staff.

COMMITTEE REPORTS

Advocacy

No Report

Audit and Finance

The Committee met on August 9, 2022 to discuss and review the Investment Summary RFP.

By-Laws and Governance

The Committee has not met since the last Board meeting.

Equity

The Committee has not met since the last Board meeting.

Nominating

The Committee has not met since the last Board meeting.

Presidential Evaluation

The Committee is working to finalize President Royal's Evaluation, and a summary report will be discussed at the September Board meeting.

Strategic Planning

The Committee has not met since the last Board meeting.

OFFICE OF THE PRESIDENT

MEMORANDUM

TO: The Board of Trustees
FROM: Dr. Christina Royal, President
DATE: August 23, 2022
SUBJECT: Sabbatical Request

Based on the recommendations of the Sabbatical Leave Committee, the Vice President of Academic & Student Affairs, and after reviewing the contractual sabbatical criteria, I concur with the following:

Ileana Vasu- Full year leave at half workload at full salary

SUGGESTED MOTION: *To approve the sabbatical requests as listed above.*

IX-1 APPLICATION FOR SABBATICAL LEAVE

Name _____ Ileana Vasu _____
College _____ Holyoke Community College _____ Work Area _____ Mathematics _____
Number of years of seniority in the collective bargaining unit - 24.5 years _____
Number of years since last previous sabbatical _____ 16 (I had one in 2007) _____

Check the type of sabbatical for which you are applying:

I checked the option that makes sense to me, since I am department chair and NSF PI, but the first option (half year leave at full salary) might work if it is better although I would continue to be PI for NSF).

- Half year leave at full salary
- Half year leave at half salary
- Full year leave at half salary
- Full year leave at half workload at full salary
- Full year leave at half workload at half salary

Date on which proposed sabbatical would begin _____ Spring 2023 _____

Project Title - PRAISE: Practicing, Researching and Advancing Innovation in STEM Equity

One cannot work in a STEM program at HCC without being aware that the STEM student population lacks the diversity reflected by the rest of the HCC student body. In engineering, for example, female students represent only 15% of the engineering students. Diversifying STEM means, among other things providing more points of entry for students interested in STEM but whose backgrounds are different, reenvisioning STEM education to be inclusive, recruiting and engaging more diverse students in STEM and providing support and mentoring for them.

Regarding equity work, I not only talk the talk. I walk the walk. Since the beginning of my HCC career, I have been aimed at just that, in my teaching, in my administrative and grant work, and in my professional development. I serve as main PI for SCoRE (STEM Cohorts for Research and Engagement), an NSF S-STEM grant providing scholarships for academically talented but financially needy students from groups underrepresented in STEM. HCC received this grant twice and currently its focus is on embedding culturally responsive practices in all aspects of our STEM Scholar program. I have participated in, designed and facilitated workshops both within HCC and outside whose focus is on DEI. I am a member of the EDI committee and of other regional and national organizations that focus on diversity and inclusion.

As such, it should not come as a surprise that the focus of my sabbatical is on STEM equity, with a special eye on two current programs and on advancing the institution as a whole on the national STEM equity landscape. There are three prongs to the proposed sabbatical: 1) Publication of at least one relevant research article on STEM equity at HCC and in particular around the NSF grant I serve as a PI on and possibly CREED the new initiative sponsored by Title III and 2) Dissemination of important findings at conferences or through the CFE, 3) Organization of a local (Massachusetts or Western Massachusetts) STEM equity conference, with potential for its development into a yearly conference (provided enough of the local area partners want to establish a grass-roots organizing committee).

More specifically, my sabbatical work will be informed by SCoRE (STEM Cohorts for Research and Engagement): STEM Scholars 2.0 NSF grant and the related Culturally Responsiveness & Equity in Education (CREED) Fellows Program, a program that will be starting Fall 2022. Both initiatives support HCC's mission to become a Culturally Responsive and Hispanic Thriving Institution. The NSF STEM Scholars's program is part

of a 1M dollar grant on which I serve as main PI and which is running from 2020-2025. Its focus is to embed culturally responsive practices in all program components (STEM scholar seminar, mentoring, undergraduate research) and includes professional development of STEM faculty and staff mentoring our scholars. Together with co-PI Martinez, as part of this program, I successfully ran a CRP training for our NSF faculty and staff mentors, during years one and two.

The NSF grant is timely and it is aligned with HCC's mission to "inspire, educate, and connect" and with its values of "innovation, collaboration, kindness, inclusion, trust". Indeed, STEM teaching and learning have traditionally been dominated by western values and patriarchal systems. Within these systems, marginalized STEM students (including women, first generation students, low-income students, and students of color), are often perceived from a "deficit" perspective, i.e., lacking the preparation and "cultural capital" necessary to achieve academic success.

The NSF STEM Scholars grant on the other hand, is uniquely poised to address structural inequities in STEM, using an asset based perspective and culturally responsive pedagogy as a framework to create change. Yosso's Cultural Wealth model represents a way to understand how marginalized students access and experience college from a strengths-based perspective (Yosso, 2005), and this framework informs our work. STEM Scholars are mentored by STEM faculty and staff who are themselves participating in professional development on CRP.

Training on inclusive, anti-racist, culturally responsive practices is an important factor of creating change at the institutional level. In fact, as a direct outcome of this NSF program, faculty indicated there is interest in further more intensive PD beyond the time of funds that NSF could provide. Under the auspices of Title III and director Jane Lerner, HCC is now able to provide PD to all faculty and staff (not just STEM) to participate in a year-long cohort workshop model program with the title of CREED focused on institutionalizing culturally responsive and equity practices in their HCC programs. I am one of the facilitators of this program.

The time has come: taking advantage of opportunities to track and reflect on how change happens and how change can be scaled up are paramount, not only to us as an institution, but also nationally. The NSF STEM Scholar Mentors and the CREED Fellows will be undergoing a one year long professional development in culturally responsive practices. As a result of the training, participants will change their courses and programs. Documenting the process of change (successes and roadblocks) as we are looking to establish best practices for institutional change within the context of a community college would provide an interesting perspective to not only our college, but to other two year colleges.

In terms of establishing a conference, I will tap into existing partners including five colleges and other community partners. I plan to consult with the CFE to ensure that all interested parties have the opportunity to come to the table. I have some experience with conference planning and community organizing as I serve one of the founding members for the [New England Community for Mathematics Inquiry in Teaching](#) (NE-COMMIT), which was started in 2018 and now has over 200 members.

A. What activities will you do during the proposed sabbatical leave and what goals are these intended to achieve?

The goals of the sabbatical are three fold: I plan to 1) contribute to STEM educational research around inclusive practices in STEM and impacts on student success or faculty development through publication in a peer reviewed format of findings from the NSF S-STEM grant and CREED program, 2) disseminate findings around best-practices in STEM education at conferences and through CFE workshops, and 3) organize and successfully run a Western Massachusetts STEM regional conference with a focus on equity in STEM. This conference would be a culmination of the work and would showcase work and best practices around DEI undertaken here at HCC and in our local (Western Massachusetts) community.

In what follows I provide more detail about each of my goals.

1. Publication of Research:

I plan to compile research from the STEM Scholars 2.0 NSF grant and CREED and write for publication at least one but possibly two articles that focus on diversity, equity and inclusion with a keen eye toward institutional change with respect to initiatives in STEM. These publications would address:

- a) how using asset-based frameworks can transform STEM students' capital to academic success, via CRP, mentoring and undergraduate research. [This article would focus more on the student transformation]. These findings are aligned with current theories Social Cognitive Career Theory (Lent, 1996), and Community Cultural Wealth Model (Yosso, 2005), I have already submitted an abstract to the University of New Mexico Mentoring Institute for one possible paper. If accepted, there will be a publication that is required. [Potential Article -CRP-Embedded Mentoring Abstract](#)
- b) provide empirical evidence for steps toward change that can be scalable to the institutional level. [This article would focus more on the idea of change as a result of professional development as it emerge from the NSF STEM Scholars' 2.0 (NSF # 2030890) and from work that will be developed in the CREED Title III initiative that will be starting during Fall 2022.

2. Dissemination

I plan to also disseminate findings in a variety of ways including planning and running a local conference on STEM equity, and other presentations and workshops.

Possible publications to disseminate through publication include but are not limited to: [Journal for STEM Education Research](#), [Journal of STEM Education](#), [Journal of Research in STEM Education \(J-STEM\)](#), [Journal of Applied Research at Community Colleges](#), [Accelerating Systemic Change Network](#) (in STEM Higher education) blog.

Possible conferences include: the [S-STEM Symposium](#) sponsored by American Association for the Advancement of Science (AAAS), the [American Association of Colleges and Universities \(AACU\)](#) annual conferences (for example their 2022 conference is: Transforming STEM Higher Education, or the [Council for the Study of Community Colleges \(CSCC\) Conference](#). I have already presented for the for the S-STEM conference and for the CSCC conference, so I have an idea of the requirements.

3. Ramping up the momentum through a STEM Equity Conference, Fall 2023: Planning and Organizing

Collaborating with the CFE and Title III, I plan to network with a community of practitioners in the area (Five Colleges, community colleges, K-12, community partners) who would be interested in both contributing and participating in a Western Massachusetts STEM Equity Fall 2023 Conference. This conference would bring together practitioners from various sectors who are deeply engaged with equity work, particularly in STEM, with a common goal of changing the culture of STEM education to make it more accessible and inclusive. Potential contributors would also include [PVSTEMNET](#), regional [PKAL networks](#), and the [Massachusetts Department of Higher Education](#) all of whom have made systemic equity their top priority on their agenda.

Of course, CREED Fellows, NSF STEM Scholar Mentors, and other equity partners from HCC will be encouraged to showcase their work at this conference. The conference itself would draw other presenters, workshop facilitators, roundtable speakers, from the local area and may even have the potential to become a Western Mass STEM Equity Coalition. The networking and organizing would happen during the Spring 2023 semester. The actual conference would be slotted for October or early November 2023.

Post Sabbatical, I would share my experience and knowledge with the community through workshops sponsored by CFE so that faculty across campus benefit from this work. I would also like to share these findings with the administration, Board of Trustees, department chairs, or others in leadership roles.

B. How will the proposed sabbatical meet the following criteria listed in section 9.0112 of the collective bargaining agreement? The following criteria shall be considered in determining who shall be granted for sabbatical leave:

(a) That the objectives of the sabbatical leave, if attained, would substantially contribute to the professional growth of the unit member.

The sabbatical would provide the unit member with the opportunity for sustained academic research and publication opportunity around contributions of CRP to STEM Programs from both the faculty/staff side and from students side, and how these programs may lead to institutional change.

- As a unit member, the sabbatical would allow me the opportunity to study and become more versed in the literature around DEI as it pertains to STEM and more importantly around institutional change. As a researcher with a focus on inclusive pedagogy in STEM, this opportunity would allow me advance my research agenda while at the same time supporting the institutional goals. In particular, the sabbatical would allow me to study the impacts of these programs at HCC in a manner I otherwise cannot due to time constraints.
- As an individual, the sabbatical would allow for both personal and professional growth through its goals of publication and presentation and through networking opportunities that organizing a conference would entail.
- As an instructor and facilitator, I will gain growth as a facilitator of professional development opportunities for faculty and staff around CRP and growth as a teacher as I implement best practices in the classroom. As a teacher, I also look forward to learning from my colleagues and peers.
- As a leader, I anticipate growth as department chair in a discipline that consistently and for centuries marginalized certain groups of students, and that is only recently starting to change. By doing so, I may better lead our departmental initiatives, get departmental or divisional buy-in, and support my colleagues or department members in their equity work. Finally, this experience would also bring me growth as a community leader and organizer.

(b) That the objectives of the sabbatical leave, if attained, would assist the unit member in substantially contributing to institutional needs and attainment of institutional purposes.

Changes in STEM education culture need to emphasize taking responsibility for change over blame and shame, and asking the community (faculty, staff, students) to examine their own beliefs and behaviors in order to avoid colluding with systemic injustice. One way to do this is through a systematic implementation of culturally responsive pedagogy and practices, and equity diversity and inclusion initiatives along with reflection around these practices. Our institution (myself included) has done a huge amount of work in the area of equity. As such, my sabbatical will highlight best practices arising from the NSF STEM grant and CREED Fellows program, synthesize these findings, provide publication and dissemination within and outside the campus community, and showcase our work through a regional conference. There are many ways in which this project would help the institution:

1. This sabbatical project will provide the community with campus research on existing CRP practices on our campus.
2. The article(s) will be available to the campus community published on the CFE website and the EDI committee resources.
3. This sabbatical project will provide best practices around change in STEM and provide us with strategies to challenge and change the STEM education status quo that empowers the predominantly white narrative while erasing the identities of those shareholders not belonging to this narrative.
4. The Western Mass STEM Equity conference will help HCC gain recognition as a leader in institutional change and STEM equity and function as a means for HCC stakeholders to network with like minded individuals with common interests.
5. Results will serve to facilitate departmental or institutional program modifications.
6. This project will also provide the campus community with recommendations about potential grants via workshops in through the CFE.

This project directly relates to the Strategic Plan:

- Strategy #1 of the Strategic Plan: *enhance and expand innovative teaching and learning practices that support quality education for all*. This project meets this goal by providing the community with workshops,

CFE presentations and timely research and exemplars about best practices around diversity and inclusion in STEM here on this campus. Conversations shared in the PD workshops, and disseminated during the conference will help our STEM community in their transformation of teaching practices. And it would provide a *framework through which to measure institutional change*.

- Strategy #2 of the Strategic Plan: *work with the communities we serve to increase equity*. This project would directly address and include faculty, staff and students in discussions of the value/opportunities of STEM for marginalized communities, and in discussion around what the impact on DEI initiatives on campus are on their personal growth, and on their departments or divisions. The STEM conference itself would be designed in collaboration with all partner communities, and in such a way that the voices of individuals or programs we are seeking to impact are at the forefront.
- Strategy #3 of the Strategic Plan says to *align programs with workforce demands, student needs for transfer, and employment opportunities*. The proposed project will directly provide results as to the impact of DEI initiatives around campus to impact all students' workforce and transfer needs.

(c) That the unit member has the ability to achieve the goals of the project or plan based on the unit member's past experience and formal educational background.

As a female in STEM and as an immigrant (political refugee), I am aware of the need to diversify and change the culture of many of our STEM programs, a culture that has left many under-represented groups on the outside. I have experience as an educational researcher through my doctoral work and training. I have experience in CRP and DEI through my research and professional development.

I also have experience in leading, organizing and carrying out of assessment work, both as department chair, as NSF PI on two major NSF STEM grants, and as co-founder and leader of the New England Inquiry Based Learning in Mathematics Consortium.

Although faculty at community colleges are not required to publish or participate in conferences, I have made it my life work to contribute to changing the culture of STEM education for my students so that more of them benefit from the educational opportunities that HCC can provide them.

Additional information about some of my work on CRP, DEI, and NSF S-STEM provided below indicates that I have the passion and the knowledge to complete the sabbatical successfully.

PI on NSF STEM Scholars' 2.0 Grant 2020-2025, and NSF STEM Faculty CRP PD Workshops. The proposal titled SCoRE: STEM Scholars 2.0 Program was funded for \$1,000,000 (NSF 2030890.). The overall goal of this project is to increase STEM degree completion of low-income, high-achieving undergraduates with demonstrated financial need. The project uses *culturally responsive practices* and activities to create a community of learners who are highly engaged and to enable them to achieve academically and within the workforce. The goals and objectives of the proposal are to promote student success in STEM and develop student STEM identity through a five-pronged approach using culturally responsive pedagogy (CRP): 1) a cohort model with a common course, an enriched STEM-focused seminar (STEMinar), 2) intensive faculty and peer mentoring, 3) early undergraduate research, 4) tutoring in challenging STEM courses, and 5) professional development (PD) for STEM HCC faculty on CRP. With Vanessa Martinez, I have developed and run a CRP faculty development series of workshops that will be now embedded in a more immersive program, *CREED, (Culturally Responsive and Equitable Education) Fellows Program* with support from Title III.

Draft of STATEMENT OF COMMITMENT to Anti-Racism

(initially drafted by I. Vasu for entire STEM Division with input from S. Abraha, D. Stengle and R. Greeney, presented at Professional Association 9/3/2020, approved unanimously by STEM division, 9/17/2020). Our division was the first to adopt [an anti-racism statement](#).

Anti-Racism Work: STEM Faculty Share (Professional Development Day, 9/03/2020)

This session is for the entire HCC community. Please join us for a community wide conversation about issues of diversity, equity, and inclusion in our Holyoke Community College community.

During this past summer, members of the STEM division met regularly to discuss issues of diversity, equity and inclusion (DEI) within our division of STEM. We discussed the impacts that teaching STEM in historically Western and patriarchal traditions has on DEI. We discussed student experiences in the classroom, met with students to hear their voices, and shared resources on DEI. A specific highlight of our summer work were meetings to hear student voices on issues of diversity. Outcomes of these dynamic and informative discussions helped shape our Statement and Commitment to Diversity. Our hope is that the Statement of Commitment would be adopted by our division and modified by colleagues from different areas of the college. We also suggest a syllabus version of this statement that could be embedded in syllabi and Moodle pages.

Understanding Freirean Pedagogy: Equity Takeaways - with Solomon Abraha and Ileana Vasu
Thursday 3/11/2021 (sponsored by CFE) . In this session we introduce participants to Freirean pedagogy. Freirean pedagogy is a problem-posing pedagogy, which makes the case that knowledge is never complete. Within this culturally situated approach, what students bring to the educational arena is as relevant as what the facilitators bring. For example, while the traditional mathematics classroom emphasizes the correct solution, Freire's approach focuses on the process of inquiry. While traditional education constraints teachers to a certain content, Freirean pedagogy allows students' experiences to become part of the content. And, while traditional pedagogy silences students, Freirean pedagogy gives them equal voice in the learning process.

Classroom Equity Practices: Share what you are doing - with Ileana Vasu and Jess Egan
What are you implementing now to make your classroom more equitable? Share your stories, practices, challenges, and reflect on your work with your colleagues. We are interested in both virtual and in-person examples. You can also find inspiration and ideas from your colleagues. Please join us! Friday 3/26/2021 (sponsored by CFE)

Equity in Action: Let's Continue the Momentum. with Solomon Abraha, Robert Greeney, Diane Stengle
(sponsored by CFE), October 11, 2021

After a brief look at the impact teaching STEM in historically Western traditions has had on diversity, equity and inclusion, you will have the opportunity to examine the Statement and Commitment to Diversity drafted by the STEM group, and identify some next steps needed to translate this statement into practice.

Anti-racism Working Groups: I am active in two anti-racism working groups outside HCC.

- Anti-racism working group for the national mathematics community of teachers interested in inquiry teaching - COMMIT Network - <https://www.comathinquiry.org/>. Responsible for drafting and updating statements of commitment and documenting anti-racism work at the various regional networks (meeting biweekly)
- Membership and participation in the national STEM organization focused on change: [Accelerating Systemic Change Network](#) (ASCN), Working Groups 5 (Equity and Inclusion) and 6 (Aligning Faculty Work with Systemic Change) (<https://ascnhighered.org/index.html>) (meeting monthly).

Promoting Equity through Mentorship within NSF S-STEM Programs at Community Colleges Workshop for 2022 Council for the Study of Community Colleges (CSCC) Conference.

Co-led by PIs from two NSF S-STEM programs serving community college students, this roundtable should benefit leadership teams, researchers, and evaluators through resources, materials, and strategies for developing culturally responsive STEM mentorship practices situated in community college contexts. The interactive roundtable will promote benefits of cross-institutional collaboration and mutual support.

Theme in Variation: S-STEM Models of Faculty Mentorship, Presented at the Joint Mathematics Meeting, April 2022.

A core element of S-STEM projects is faculty mentorship. While a wealth of mentorship resources are available, each S-STEM program must adapt them to their own institutional contexts and needs. In our session, we will share several models of faculty mentorship within S-STEM programs that draw from resources such as those of the Center for the Improvement of Mentored Experiences in Research (CIMER) and Becky Wai-Ling Packard's "Successful STEM Mentoring Initiatives for Underrepresented Students" (Packard, 2016). Strategies influenced by these resources and other emerging work on culturally responsive practices have been shown to have beneficial impacts on culturally diverse student achievement (Sleeter, 2012). We will highlight

commonalities and distinctions in various S-STEM faculty mentorship models using a common infographic template, as well as discuss our successes and challenges in the implementation of our respective models.

(d) That the attainment of the objectives of sabbatical leave as proposed are realistic in terms of time, costs, and other related variables.

A full year sabbatical at half workload would allow me to achieve the above mentioned goals with dedicated time and space. I am not requesting extra funds beyond the resources allocated to full time faculty sabbatical projects. If granted, my sabbatical would not affect HCC's planned budget.

Spring 2023 would be dedicated to writing the first paper draft and creating the logistics for the conference.

Fall 2023 would be dedicated to publishing the paper(s) and running the conference.

(e) That there exists independent financial support from other funding sources concerned with the proposed plan or project where College funding sources are otherwise unavailable.

For dissemination processes, I will work with CFE and the Professional Development committee to obtain funding if needed. For example, additional funds may be requested by faculty presenters, when the W. Mass STEM Equity Conference is organized.