

Senate Meeting Agenda 14 September 2022

Name	Div/Term	Name	Div/Term	Name	Div/Term
Lori Clark (President)	2022-2024	Margaret LeMoyne	HP/MSE 2022-2024	Diane Flahaven	UAF2, HP/MSE 2022-2024
Stacey Shah (1st VP, LRIE/ABEC)	2022-2024	Chris Cunningham (Parliamentarian)	HP/MSE 2022-2024	Tara Latto	UAF2, HP/MSE 2022-2024
Jessica Carpenter (Social Media Coordinator)	CABS 2022-2024	Luis Martinez	HP/MSE 2022-2024	Terri Birch (2 nd VP, Membership)	UAF2, LVPA 2022-2024
Ryan Kerr (Chief Negotiator)	CABS 2021-2023	Kimberly Tarver	HP/MSE 2022-2024	Jeffrey LaRocque	UAF2, LVPA 2021-2023
Ruby Sanny	CABS 2021-2023	VACANT	HP/MSE	Janice Petit- Sollenberger	UAF2, LVPA 2022-2024
Len Fitzpatrick	SBCT 2022-2024	Les McTighe	LVPA 2021-2023	Tammy Ray (Webmaster)	UAF2, SBCT 2021-2023
Patrick Gordon	SBCT 2022-2024	Susan Robinson	LVPA 2021-2023	Jason Walczak	UAF2, SBCT 2022-2024
Clark Hallpike	SBCT 2022-2024	Steve Wood (Treasurer)	NON-VOTING 2022- 2024	Lisa Del Giudice	UAF1 2021-2023
VACANT	SBCT	Dawn Munson (Secretary)	NON-VOTING 01/2021	Janice Amos	UAF1, LVPA 2021-2023
		Laura Haske (Secretary)	NON-VOTING 2022-2024		

ATTENDANCE

- As we start a new semester, please remember that if you are going to miss a Senate meeting, you need to find a substitute from your division. After two consecutive absences, you could be replaced. It is also that we have as many of us here as possible so that we have enough for quorum and voting. Thanks!

VISITORS

- Annamarie Schopen, Assistant Vice-President of Teaching, Learning, and Student Development
 - Discussion of course drop dates

ANNOUNCEMENTS

- Don't forget Sick Bank forms are due to Joe Rosenfeld by tomorrow, Thursday, September 15.
- If you are interested in attending Board of Trustees meetings or Committee of the Whole meetings, please sign up using the following link. As we start negotiating, having a presence at these meetings is important. <https://forms.gle/6vaccr5K2SBwg8pj9>
- **Part 1 Seeking Cultural Consciousness and Competency in Hiring Workshop:**
 - "This is a quick reminder that a virtual session of the [Part 1 Seeking Cultural Consciousness and Competency in Hiring Workshop](#) will be held on next Friday, September 16, from 8:30 a.m.-12:30 p.m. Completion of this workshop is still required in order to serve on any ECC hiring committee. If you, or any member of your team, including support staff and faculty, has an interest in serving on an ECC hiring committee now or in the future, please register for the upcoming workshop since hiring committees are being formed continuously. If you have already completed this particular workshop, there is no requirement for you to complete the workshop again, at this time.
If you don't have any interest in serving on an ECC hiring committee, completing this workshop is still a meaningful EDI learning and development accomplishment for everyone on your team...new employees, as well as those who are more seasoned. The broader the spectrum of participants' perspectives and experiences...the more enriching this highly interactive workshop experience will be for everyone in attendance. The topics addressed in this workshop will heighten your awareness and most likely encourage you to be an even stronger and more effective advocate for ECC students, employees and other populations we serve throughout District 509." Contact Sheri Lacy with any questions.
- **ECCFA Openings:**
 - Communications Liaison
 - Volunteer Coordinator
 - 3rd Vice President
- **Sabbatical Deadline:**
 - The deadline for submitting sabbatical proposals is Friday, September 30 by 5:00 pm. Contact Colleen Stribling, Faculty Development Committee Chair

REPORTS

PARLIAMENTARIAN'S REPORT: CHRIS CUNNINGHAM

- Voting and other procedures

SECRETARY'S REPORT: LAURA HASKE

- Approval minutes from 31 August 2022

TREASURER'S REPORT: STEVE "WOODY" WOOD

PRESIDENT'S REPORT: LORI CLARK

- Attended CURIC Open House
- Met with Vice President Peggy Heinrich and CHRO Anthony Ray. Topics included: Testing Center, KCT Branch in the Library
- Met with Dr. Sam. Topics included: KCT Branch in the Library, enrollment
- Attended Grievance Meeting
- Attended meeting on Library scheduling
- Attended Negotiations session—full contract
- Attended Aspen Day Celebration
- Met with Susan Timm about FAST Funds (see addendum)
- Attended Committee of the Whole meeting
- Attended Board of Trustees meeting—remarks attached

1st Vice President's Report: Stacey Shah

- Attended planning meeting with Lori
- Attended VP/CHRO/ECCFA meeting
- Attended Library Scheduling Meeting
- Attended Negotiations - Full Contract
- Attended Board of Trustees Meeting
- Approved Overloads

2nd Vice President's Report: Terri Birch

- Sorted through emails
- Attended SSI and Negotiations meeting

3rd Vice President's Report: Vacant

COMMITTEE REPORTS

- **Negotiations—Ryan Kerr**
 - Full contract negotiations have begun and are ongoing.
- **Grievance—Co-Chairs: Peter Han and Tim Anderson**
 - No report

- **Membership—Terri Birch**
 - Working with IFT
 - Still no word from HR on new UA1s
 - PLEASE NOTE:
 - 1. IEA is now using SURS yearly balance to establish dues.
 - 2. Fulltime faculty at CLC have been paying no more that \$700 for dues for years- they are now in negotiations with IFT on dues
 - 3. Adjunct faculty at CLC pay no more that one-quarter (1/4) dues

- **COPE—Co-Chairs: Mia Hardy and Antonio Ramirez**

ELECTIONS & COMMITTEE REQUESTS

Electronic Voting Results

The following tenure committees were approved via electronic voting:

- **Mr. David Scott, HVAC & Energy Management**
 - Steven Wood – *IC* (Mr. Wood is filling this role because the current IC, Frank Cassara, is still in the tenure process. Mr. Wood is the most senior faculty with content knowledge)
 - George Rosa – Faculty choice
 - Marisol Rivera – Dean’s choice
 - Cathy Taylor – Dean, SBCT
- **Dr. Mae Hicks Jones, BUS**
 - Clark Hallpike -- Instructional Coordinator
 - Susan Timm – Faculty choice
 - Arturo Vasquez – Dean’s choice
 - Cathy Taylor – Dean, SBCT
- **Dr. Maureen Gray (New PSY FT Faculty)**
 - Maureen’s Choice: Dr. Tina Ballard
 - Dean’s Choice: Dr. Sharon Baker
 - Instructional Coordinator: Dr. Manuel Salgado

Search Committees: Looking for Volunteers

- **Full-Time Instructor of Medical Imaging**
 - 3 faculty requested
 - Initial meetings on Zoom; interviews in-person
- **Full-Time Instructor of Physics**
 - 3 faculty requested
 - Initial meetings on Zoom; interviews in-person

OLD BUSINESS

- FAST Funds—See addendum
 - Opportunity for contributing
 - Potential opportunity for serving

NEW BUSINESS

- Safety: Drills
 - Fire drills: Based on faculty feedback, these drills be the week before Spring Break.
 - Tornado drills: These will take place on a Monday or Friday in March or April. Feedback is being sought from faculty on which date would be best.
- Search Committee Guidelines
 - There was a panel established to review the process for search committees. The document that came out of that work is attached.
 - If you would like to provide feedback on the guidelines, please contact Anthony Ray by October 31.
- ECCFA Open House

DIVISION ISSUES

ADJOURNMENT

ECCFA SENATE FALL 2022 MEETING SCHEDULE: 3:15-4:45 P.M.

- September 14
- September 28
- October 12
- October 26
- November 9
- November 23
- December 7

ECC BOARD OF TRUSTEE MEETINGS

Faculty are encouraged to attend ECC Board of Trustee Meetings.

ECC Board of Trustee meetings are held in Building E, Room 125, Seigle Auditorium at 6:30 PM on the following dates in 2022: October 11, November 15, and December 13.

ECC BOT: Committee of the Whole Meetings are held in Building E, Room 100.01 at 3:30 PM on the following dates in 2022: October 10, November 14, and December 12.

ECCFA President's Remarks to the Board—13 September 2022

Good evening, everyone. I am Lori Clark, Professor of English and the President of ECCFA.

Yesterday afternoon at the Committee of the Whole meeting, the topic of equity, diversity, and inclusion became a topic of conversation. Within that conversation, it was discussed how much ECC has done in the last year in regards to making equity, diversity, and inclusion a top priority in multiple areas within the college. Dr. Sam commented that equity, diversity, and inclusion was not just focused around race and ethnicity, but other areas, such as gender.

As I drove home after yesterday's meeting, I was struck with the fact that nowhere in that conversation was adjunct equity mentioned. In many ways, those who work as adjuncts at ECC are one of the most marginalized groups on campus, and this is not just an ECC problem, it is a nationwide problem. Adjunct faculty face much lower salaries than their full-time counterparts; they don't have the opportunity for insurance, and they don't always have job security.

Before I was lucky enough to be hired full-time (and many adjuncts will not be as lucky as I was), I was adjunct. I worked at three schools, but I know other adjuncts who have to work at more schools than in order to survive.

I know the emotional, mental and physical toll it takes to be constantly on the road, driving from school to school in heinous traffic, desperately hoping to make it to my next class on time, all the while trying to eat lunch or dinner in the car.

I know what it's like to force yourself to go teach a class, even when you feel miserable. One summer when I was an adjunct, I taught for a week with laryngitis. I had to force myself to teach because if I didn't, I wouldn't have gotten paid.

Yes, ECC does have our Sick Bank, which adjuncts can utilize, but that requires documentation from a doctor. When you don't have insurance, seeing the doctor is the last thing you want to do because you don't know how you'll pay for it. I was lucky that the worse thing I had to contend with was laryngitis. I know others who have taught when they were much sicker than I was, and I know of one instance where this resulted in an adjunct faculty member's death.

I also know the agony that comes from going from the end of the fall semester to the beginning of the spring semester without a paycheck. I also know the terror of how not being able to teach in the summer may result in my homelessness.

I can acknowledge the privilege that I have as a full-time faculty member, but my partner is an adjunct faculty member, and I know her fear about not getting classes, not having a paycheck, and insurance. And, of course, I will never forget what it was like to be an adjunct myself.

In her sabbatical presentation yesterday, Professor Walz talked about intersectionality. Having an identity as an adjunct is a component of intersectionality. There are adjuncts who are people of color, who are members of the LGBTQ+ community, etc. I hope that, in the future, when we talk about equity, diversity, and inclusion, we will remember and consider the many adjunct faculty we have on this campus and make sure that their voices are also heard.



Guidelines for Search Committees

Search committees play an essential role in evaluating, interviewing, and hiring Elgin Community Colleges' (ECC) most qualified candidates for employment. Currently, each search committee has the capability of running their search based on their own ideas of what is best. Although each committee is well-intentioned, it is best practice to set standardized processes and expectations.

As a result, a panel was convened to review the search committee process. The goal is to create a consistent process that is fair and equitable. The purpose of this document is to report the findings of this panel and make recommendations that will standardize the search process across all employee groups.

Using this guide, committee members will clearly understand universal, equitable, and consistent protocols to establish well-defined roles and expectations in identifying qualified candidates among diverse applicant pools. Additionally, the search process should be aligned with the following values as stated in our Strategic Plan:

Equity: We are an inclusive community that provides students, employees, and community members full access to all resources needed to achieve their individual goals. We commit to creating an environment that is equitable and inclusive to all.

Diversity: We value and honor diversity in all forms and perspectives. To successfully achieve our vision, we provide a safe and inclusive community that promotes and affirms individual growth, social responsibility, and self-worth for success in a global world.

If you have any questions or need assistance at any point in the process, our Human Resources Department will be available to answer questions, offer recommendations, and provide search committee training.

Composition of the Search Committee

The hiring manager will generally serve as Search Committee Chair and assist with identifying members of the search committee. For full-time Faculty searches, the Faculty Senate shall recommend members for the committee. The structure of search committees will vary among departments, and the size of the committee may vary at the discretion of the hiring manager but should be informed by the new guidelines set forth. To conduct an inclusive and broad search, a committee should be composed of the following:

Grade 16 and below - 3- 5 members

Faculty Search - 5-7 members

Grade 17 and up - 7-10 members*

Faculty Search Committee

Dean and/or Associate Dean/Program Director, Instructional Coordinator or Program Director, three to five additional faculty members. Must be a content expert on the committee. Faculty members from other departments should be encouraged. ECCFA encourages adjunct faculty and tenured

faculty members to serve on search committees. Selection of committee members is subject to the CBA, Article 2.9.

Staff, Police, or Engineers Search Committee (Grade 16 and below)

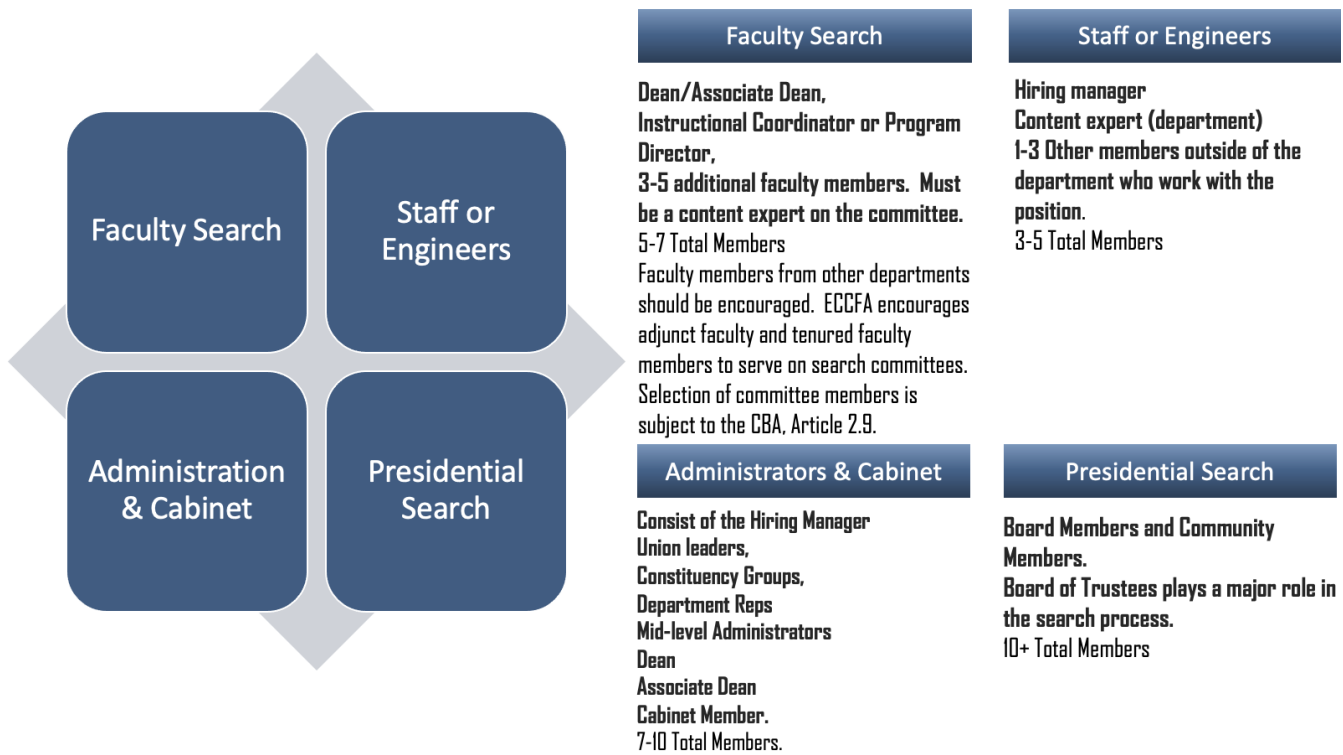
3-5 members on the committee. Hiring manager, content expert (department), other members outside of the department who work with the position.

Administrators and Cabinet Members Search Committee (Grade 17 and higher)

7-10 members. Consist of the hiring manager, Union leaders, constituency groups, department reps, Mid-level Administrators, Dean, Associate Dean, Cabinet Member.

Presidential Search

Board Member and Community Members. Board of Trustees plays a major role in the search process.



*Grade 17 and up may require additional interviews.

Universal expectations for all Search Committees

These expectations exist to ensure consistency and best practices to support Elgin Community Colleges’ commitment to hiring culturally competent candidates.

1. The Chair(s) are responsible for the performance of the committee. Chairs should consult with HR if they have reason to believe members aren’t fulfilling their obligation.

2. Members of the Search Committee have committed to serve and promote the best possible hire. Members should come prepared to fulfill this obligation.
3. Any member with concerns should first attempt to address with Chair(s); if not resolved, seek direction from HR/Talent Acquisition or the Senior Director of Talent Acquisition and Compensation.
4. Search Committee work is confidential among the committee. Members should maintain this confidentiality during and after their service.
5. Committee members are expected to conduct objective interviews, take relevant notes, and document pertinent evidence during interviews and deliberations. Evidence is restricted to that provided by the interview process and materials submitted by the applicant. Notes will be submitted to HR/Talent Acquisition at the conclusion of the search committee's charge.
6. The Committee will assign a note taker to capture relevant decisions.
7. The Committee deliberations will be done in person or virtually.
8. The Committee will make every effort to reach decisions by consensus.
9. Search Committees will use objective tools (rubrics) for evaluating candidates and candidate materials. The tools will adhere to the qualifications and requirements of the job posting/job description. These tools will be submitted to HR /Talent Acquisition at the end.
10. Search Committee Members are strongly encouraged to complete the survey link provided at the end of the search to help measure and improve the process.

Search Committee Training

ECC has made a commitment to hiring a culturally competent workforce by supplying training to any employees who serve on a search committee. Currently, employees must attend “Cultural Competency Part 1” training prior to serving on a committee. In order to reinforce this training, the task force recommends that the committee participate in an orientation and refresher training at the search committee’s kickoff meeting. This orientation and refresher training would serve as a recap of the information covered in the Cultural Competency training. The task force recognized that an employee may have taken the class in 2015 but haven’t used the training at all. The refresher training will help to ensure that committee members are aware of the principles of the cultural competency program.

Interview Question Bank

One of the important tenets of the Cultural Competency method is the ability of the search committee to create relevant questions and for all committee members to understand the elements of a “good answer”. To institutionalize this process, the taskforce recommends that Human Resources work with the search committees to create an interview question bank. This bank would be segmented by employee group and/or competency. HR will reach out to former committee chairs to start the bank and, as the process goes on, add new questions. The ultimate goal is to have a bank of questions that committees can draw from when they perform a search instead of expecting each committee to

create new questions for every search.; search committees may also contribute questions to the question bank.

Departmental Diversity

Improving the diversity at ECC is everyone's role. Diversity should be approached from multiple angles. Diversity can be tackled by intentional recruiting methods as well as a college wide focus. However, diversity can also be approached from a departmental level. Managers should review their department's diversity to ensure that they have a diverse employee group. Departments that are predominantly male or female, white or black are just as detrimental to ECC's values as having a lack of diversity at a college level. Managers need to be aware of this and consider it as they go through the search process.

Diversity Advocacy Program

In some instances, departments may not have search committee candidates available who can help promote diversity. ECC will institute a diversity advocate program that is meant to enable every search committee to have an advocate on their committee or serve in an advisory role. The diversity advocate will help the committee with the principles and values ECC is hoping to achieve. The advocate will help the department consider the diversity make-up of their particular area. Employees interested in the program will volunteer. Each advocate will receive extensive training on Equity, Diversity, and Inclusion especially as it relates to hiring.

Data Collection and Usage

At the end of each search, ECC will gather data to study the impact of the process. This data will be used to identify the need for changes and improvements to the process. Data gathered includes:

- Create a survey to get feedback from search committees on the search committee process.
- Perform a quarterly review of the diversity of applicant pool and those selected to be interviewed.
- Review interview questions created by the committees
- Review the diversity of hiring committees.
- Review time to fill (posting to hire) data to understand the processing time of committees.
- Take a snapshot of the current diversity of the workforce and review it one (1) year after the process is in place.

Intentionality of the Hiring Process

Hiring Managers and the search committees attempt to be as intentional and deliberate as possible about the speed at which they fill a position. Rushing to fill a position is a surefire way to become lax on the principles that ECC is looking to promote. Hiring managers and/or Search Committee Chairs should map out when they would hope to fill the position and work backwards put together a

reasonable timetable for filling the position. This will allow search committee members time to review candidates thoroughly and for the process to come to fruition in a positive way.



Search Committee Process Checklist

Timeline	✓
Assembling the committee <ul style="list-style-type: none"> • Ensure ECCFA leadership is consulted for Faculty positions • Contact Union Leadership to request representation, as needed. • Consult Talent Acquisition to verify members are qualified. 	<input type="checkbox"/>
Disseminate search materials (i.e., rubric, question generator, access to eTalent, etc.) to the committee.	<input type="checkbox"/>
Schedule the Kickoff meeting with the committee and HR/Talent.	<input type="checkbox"/>
Create a process timeline during the first meeting (how many rounds, phone screening, etc.).	<input type="checkbox"/>
Establish the ground rules for the committee's work.	<input type="checkbox"/>
Develop tools/rubrics for each step of the process.	<input type="checkbox"/>
Meet to identify candidates to interview and send names to HR/Talent.	<input type="checkbox"/>
Coordinate material and equipment requests with administrative support staff and HR/Talent.	<input type="checkbox"/>
Discussion of candidates – Communication about candidates based on the rubric and requirements of the position.	<input type="checkbox"/>
Notify HR/Talent of the recommendations for hire and final candidate(s).	<input type="checkbox"/>
Conduct a debrief or closing meeting for the committee. The committee should meet after the final candidate has accepted the position and is cleared to start. The committee should meet to discuss the search process to support revisions or improvements to the search committee process.	<input type="checkbox"/>
Collection of committee materials (notes, etc.) at the end of the process.	<input type="checkbox"/>

Task Force Members:

Dr. Lourdes Blacksmith, Managing Director of Community Engagement/Legislative Affairs
Irina Delgenio, Associate Dean, Liberal, Visual, and Performing Arts
Peggy Gundrum, Associate Dean of Student Success
Anitra King, Career & Veteran Specialist V and President of SSECCA
Gina Mago, Compensation and Classification Analyst
Anthony Ray, Chief Human Resources Officer
Kimberly Tarver, Professor II of Physical Therapist Assistant and President of ECCFA

Also contributing:

Dr. Sharon Baker, Professor I of Psychology
Dr. Jennifer McClure, Managing Director of Enrollment Services

FAST Funds

FAST Fund Startup Toolkit

September 2021

OVERVIEW

The FAST Fund is designed to help students obtain emergency financial assistance to help them weather financial emergencies that may otherwise derail their progress towards obtaining a life-changing degree or certification. We know that financial hurdles are the number one reason students do not complete their courses of study. We also know that even in the best of times, students and their families struggle to make ends meet. The COVID-19 pandemic has only increased the amount of need we see among students.

Faculty are often the first to notice that particular students are facing challenges that affect their progress towards graduation. And, they are very often seen by students as trusted advisors. So the FAST Fund is designed to empower professors and instructors to offer emergency financial assistance to students, quickly, discreetly and without a great deal of administrative burden.

The FAST Fund is NOT a program to be run by the school's administration. The school is not to be provided with information on how much a student receives. It is sometimes helpful for FAST Fund site leaders to think of themselves as the helpful aunt/uncle that helps their relative out in a pinch. Ideally, the FAST Fund site leader will develop a cooperative relationship with the school's financial aid and emergency support (if it exists) offices. Site leaders become more successful as they build their knowledge of community resources available to students.

This toolkit is a reference document for FAST Fund site leaders. It offers some basic operational rules and guidance. That said, we realize that different site leaders at different schools in different parts of the country face different challenges. We want site leaders to know that they have discretion to operate

their program in a way that best serves the needs at their institution.

FAST Fund At-a-Glance

Must-haves

- A program run by faculty separate from school administration
- A team of at least two people to manage the fund
- A bank account that is not your personal account
- Ability to keep track of funds
- Track what money has been spent
- Track purpose of disbursements
- Ability to raise money locally from colleagues or in the community

Good-to-haves

- A cooperative relationship with the school administration/financial aid office while maintaining independence
- A team of at least three people to manage the fund
- A knowledge of alternate sources of financial support at the school
- A knowledge of alternate sources of financial support in the community
- Union support
- Willingness and interest in educating other faculty about basic needs challenges and potential solutions to emergency needs

Must Do's

- Must disburse funds only to people who are students at the school where the site leader works (or at a formally partnered institution)
- Must report net contributions, disbursements and student needs information to Believe in Students twice a year

Cannot Do's

- Site leaders cannot disburse funds to non-students, graduate students, family members, close friends or professional associates

Believe In Students Support – Believe In Students offers its community partners:

- Information and education
- Peer support and networking
- Fundraising support and resources
- Communications support

Your FAST Fund Site Structure

Team

FAST Fund stands for “Faculty and Students Together.” That means the program site **must** be led by a professor or instructor at an accredited US college or university. The funds the site distributes are intended for enrolled undergraduate students (full-or part-time). If the FAST Fund is affiliated with an institution’s teacher’s union, an employee at the union may act as the site leader. The FAST

Fund is **not** intended to be a program administered or staffed by the institution's administration. Many schools have emergency aid offices. They provide a valuable service to students. That said, they often have limitations and red tape, which the FAST Fund is intended to avoid. For instance, in most cases a school's emergency aid office will not offer funds to students to pay school fees. FAST Fund sites can do this. In most cases, emergency aid offices report the disbursement of funds to the financial aid office. Often this amount is deducted from student's financial aid package. FAST Fund does not report its disbursements to the school. So maintaining a separation between the school and the FAST Fund is important. We **require** that all new FAST Fund sites have at least two people on a team. FAST Fund site leaders are generally volunteers (though you are not barred from raising funds to pay FAST Fund staff). The workload of a FAST Fund site often has bursts of activity that may become overwhelming for a single person. Further, some FAST Fund site leaders have reported that fielding requests from multiple students who are experiencing crisis have taken an emotional toll on them. So we require a team of at least two and recommend a team of at least three people to administer the program. Your team can divide labor in any way that it sees fit. The Believe in Students team is willing and able to offer feedback and advice both on creating a fruitful team structure and navigating operational challenges.

If a FAST Fund site is affiliated with the teacher's union, the union can often be helpful in finding other professors or instructors who are interested in lending support to the Site Leader's efforts.

Handling Funds Money In

Believe in Students, will provide initial funding to Site Leaders to be distributed to students in need as they see fit. That said, there are a few requirements from Believe in Students. FAST Funds **must** be held in a separate account or portion of an account such that Site Leaders can easily see how much money remains in the account and can produce proof for accounting purposes. We advise Site Leaders to avoid holding an account in their own name. **You can use the Believe in Students 501(c)3 to establish your local account—contact us for help with this.**

Believe in Students **expects** that Site Leaders will raise additional funds to support their work. Those funds may come from other professors or instructors, from their union local, from local philanthropic foundations, businesses or private donors. **The Believe in Students team can help with advice, connections and technical assistance setting up an electronic donations page.** We can also support fundraising campaigns or grant writing. With some funders, it is helpful to connect your local efforts to national efforts.

Sites may raise money that comes directly to you, or, Believe in Students will

provide donation pages for support.

- If you have your own 501(c)3, you can request that donations come directly to you. In this case, please be sure you have established a donation tracking system and a gift processing approach to thank people for their support and acknowledge their donation for tax purposes. We will ask that you report on the net amount of contributions you have received, solely so we are able to measure the full impact of the FAST Fund across the country.

- If you will be utilizing Believe in Students' 501(c)3, we request that you direct donations to us, via mail or online. This allows us to ensure that everyone who is contributing to our organization receives the proper documentation. We will set up a designated donation page so you can ensure donations intended for you are tracked, and you will receive a report with donor contact information and donation amounts monthly. While we will send donor thank-yous, we encourage you to thank your donors directly, as well. We will take a 5% admin fee to cover these costs once the initial match is met.

Believe in Students is 501(c)3 and thus may accept tax-exempt donations. You should not pay taxes on the funds that you receive, nor should the students to whom you provide funds. The non-profit's EIN number is often requested or required for donations. That number is: **81-3612875**.

Money Out

Contributions and disbursements should be reported to Believe in Students twice a year.

While we believe the money that you receive from Believe in Students and other sources can be impactful, we know these funds are unlikely to meet all of the emergency needs of students at your school. And it may some time for the word to get out that the FAST Fund exists and how the FAST Fund can help students. The Believe in Students team can help you think through how to advertise your services on campus, but you are likely the best source for ways to reach the student population. Some options include:

- Advertising it on your faculty union website or a private website of yours (not the university's site)
- Distributing a statement that faculty members can add into their syllabus or regularly share in their classrooms (Believe in Students can provide examples)
- Connecting with faculty, advisors, or student centers in particularly highneed departments or populations

Given the times, it is not uncommon that once the word gets out, that a FAST Fund Site gets a large number of financial requests in a fairly short time span. With limited resources, we recommend that you devise a system for evaluating

request for support.

We trust your judgment. What we do **require** is that you track how much money you disburse, when you disburse the funds and for what purpose the funds are disbursed. Funds must be disbursed to enrolled undergraduate students. Funds cannot be used to benefit the FAST Fund site leader or any related parties. Some sites choose to send funds directly to a vendor (i.e. a bookstore to pay for books, the school to pay fees or the electric company to pay a power bill) instead of directly to the student. Invoicing is permitted, if the situation calls for that (i.e. – a mechanic’s bill). Others keep a stock of gift cards to a local grocery store or gas station chain, or just provide VISA cards or send money via Paypal or Venmo. You will need to weigh your interest in protecting against abuse of the resources against the benefit of getting cash quickly.

Needs vary at various schools and in different communities. Some common areas of concern are housing (this is an area to examine emergency needs vs. a structural inability to pay for rent), child care, phone bills, internet service, transportation, books, testing or school fees and food. All these are legitimate requests. At the same time, every dollar you spend on such requests are dollars that will not be available to help students and their families with other needs. So a system of evaluation and priorities is helpful.

It is also helpful that given the limited resources that your team become knowledgeable about other resources available in the community. There are likely many institutional and community resources to keep a roof over a student’s head, provide them with food, or the connectivity they need to pursue their education.

You are advised to construct a couple of basic forms:

- 1) An application for support form, and
- 2) A disbursement tracking form

The application should be simple. It should offer the student’s name, their student status, their contact information, why they need the funds, the time line for their need and the amount of funds requested. A sample application is attached to this document. You can also find an [electronic version here](#); using Google forms is a great approach because you can easily download the information into a spreadsheet to make reporting simple. Students should send documentation of the need when possible and also offer proof that they are enrolled in school (many sites require this in the form of a faculty recommendation). A follow-up conversation with students is recommended to understand their needs better.

Similarly, the disbursement tracking form need not be complex and will even contain most of the same information. It should document the student’s name, student status, contact information, why they need the funds and the amount disbursed and when the funds were disbursed.

FAST Fund and the Community

The most important outside resource for you to understand is your school's emergency aid program. Most colleges and universities operate their own student emergency funds. FAST Funds should try to partner with and collaborate with these college's emergency funds. They have more resources than the FAST Fund even though they tend to be more bureaucratic and slower to respond to student needs. Encourage students to pursue these institutional resources before allocating FAST Fund dollars, if there is time to do so. Explain that the colleges' programs have more resources and our goal is to help students maximize the support they can get. In some cases, you may give a small FAST Fund grant to cover the time it takes for the institutional support to become Available. Become familiar with your campus programs rules and requirements so when you refer a student you can advise them on how to prepare the best application possible. There will be some student needs that campus aid office cannot or will not address. School fees for instance, is a common one. Ideally, the relationship with the campus aid office will evolve to a place where they will refer students to FAST Fund and vice-versa.

There may also be other resources in your community that help students in financial crisis. Various non-profits or companies in your area may help with emergency food or bill requests. The more knowledge you gain about other resources available to students, the better you will be able to distribute funds in cases where you can distribute funds where they can be most impactful.

Fundraising

Maintaining a steady flow of funding is critical to the sustainability of any emergency aid program. Here are some examples of ways that FAST Fund colleges and other programs have devised ways to raise money:

- 1) Funding support from union members and other members of the campus community, including students, staff and alumni
- 2) Support from the school's foundation
- 3) Support from other local foundations
- 4) Online donation campaigns
- 5) Support from local non-profits or businesses

One key component of developing a sustainable funding stream is collecting data and stories to demonstrate the impact of the FAST Fund program. This should be done both quantitatively (dollars allocated, student retention data), and qualitatively (student stories) to create a clear and exciting picture of how contributing to the FAST Fund directly contributes to student success. We recommend that FAST Fund site make a habit of asking students that have helped if they would be willing to share their story publicly. This should NOT be a requirement. There may be valid reasons that students cannot share their stories publicly. And even if they are just uncomfortable that is fine. But it is worth letting

them know that the sharing of stories helps let others know how the FAST Fund can help and helps the FAST Fund site raise money to help more students in their position. Those stories combined with your tracking of data can be powerful tools to help you raise more funds and support more students.

Believe in Students Support Functions

Believe in Students can help FAST Fund sites in a number of ways:

- 1) Peer support and networking
- 2) Communications support
- 3) Fundraising support and resources
- 4) Information and education

Peer Support and Networking

As a part of the FAST Fund network, you are not alone. Not only can the Believe in Students staff help you address challenges and connect you to opportunities, but you also are part of a connected national network of sites. Many times, other sites have encountered challenges similar to the ones you face. They can offer advice, connections and a sense of community. Believe in Students hosts periodic calls among Site Leaders and can facilitate connections between Site Leaders.

Communications Support

Believe in Students has many communication tools we can offer to help you spread the word about the FAST Fund on your campus. We can help you provide social media tools and can help you design specific social media campaigns. Believe in Students also has templates available for press releases or website content. We can help you develop basic impact reports, and we host a blog where you can share stories, experiences and opinions. We publish a regular newsletter and can offer templates for you to create similar updates for other outlets such as your union newsletter.

Fundraising Support and Resources

Believe in Students can help your site design and construct a fundraising page and process tax-exempt gifts. We can also help you design an individual fundraising campaign or raise money via Facebook or your institution's United Way giving campaign. We are also happy to help write local grants or provide language to support your local grantwriting.

Information and Education

Believe in Students can provide information on student needs that you can use to educate instructors and other members of your community. We can also offer policy and advocacy examples to use to address the challenge of student emergency financial need in your region. Believe in Students has best practice guides and examples to offer on operation of your site. The staff is always available to help you address technical and operational issues.

Legal issues

The FAST Fund is non-profit (501c3) organization. FAST Funds can function as subsidiaries of Believe in Students, Inc. That means the Fund will function under Believe in Students IRS #. If you are using the Believe in Students 501c3 number, all local contributions must then be sent to Believe in Students for IRS accounting purposes. A local FAST Fund can also register as its own non-profit by filing for 501(c)3 status. There is a minimal cost. If this option is pursued the local FAST Fund is responsible for all IRS reporting