



Creating a Culture of Care for Under-Resourced Students

Moderator:

**Marvin Smith, Executive Director of Student Financial Services,
Division of Enrollment Management**

Presenters:

**Michele J. Hansen, Assistant Vice Chancellor, Institutional Research
and Decision Support**

**Charlie Johnson, Director of Scholar Support Programs, Nina Mason
Pulliam Legacy Scholars Program Bowen Scholars Program**

**Tytishia “Ty” Davis, Assistant Dean of Students/Director, Office of
Student Advocacy and Support (OSAS)**

**Ronald M. Sandwina, General Studies Program Director, School of
Liberal Arts, Sr. Lecturer, Department of Communication Studies**



IUPUI and Lumina Partner on Beyond Financial Aid (BFA) Initiatives

BUILDS ON THREE GUIDING PRINCIPLES...

1. A LARGE AND GROWING NUMBER OF POSTSECONDARY STUDENTS FACE THE CHALLENGES CREATED BY LIMITED RESOURCES. IN FACT, APPROXIMATELY ONE IN THREE AMERICAN UNDERGRADUATES RECEIVES A PELL GRANT AND IS THEREFORE CONSIDERED A LOW INCOME STUDENT.
2. WHEN INSTITUTIONS STRUCTURE AND OFFER ALL TYPES OF FINANCIAL AID (INCLUDING NONTRADITIONAL SUPPORTS) IN A COHERENT, CONSUMABLE WAY, STUDENTS WILL PERSIST LONGER, GENERATE ADDITIONAL REVENUE FOR THE INSTITUTION, AND GRADUATE AT HIGHER RATES.
3. PROVIDING THESE SUPPORTS IN AN INTENTIONAL WAY IS **NOT** AN IMPOSSIBLE DREAM. *COLLEGES ACROSS THE COUNTRY ARE ALREADY DOING IT AND DOING IT WELL.*

WWW.LUMINAFFOUNDATION.ORG/BEYOND-FINANCIAL-AID



Five Strategies To Increase Support Of Low-Income Students

STRATEGY 1: KNOW YOUR LOW-INCOME STUDENTS

STRATEGY 2: REVIEW INTERNAL PROCESSES AND ORGANIZE SUPPORTS

STRATEGY 3: BUILD INTERNAL AND EXTERNAL PARTNERSHIPS

STRATEGY 4: OPTIMIZE STUDENTS' USE OF SERVICES

STRATEGY 5: CREATE A CULTURE OF CARE AND SUPPORT



IUPUI Beyond Financial Aid Activities

COMMITTEE WORK

CREATION OF STUDENT RESOURCE WEBSITE

CREATION OF FACULTY AND STAFF RESOURCE WEBSITE

MULTIPLE CONVENINGS TO RAISE AWARENESS

ENGAGEMENT WITH FACULTY

EXPANSION OF ADVOCACY OFFICE, PAWS PANTRY, PAWS CLOSET, HOUSING AND FOOD INSECURITY STRATEGIES

MORE TRANSPARENCY ON AID APPEALS

STILL MORE WORK TO DO



FINANCIAL CHALLENGES

Need help? We're here for you.

An unexpected car repair. A loss of income. An empty refrigerator at mealtime. A semester left to graduate and not enough funding. A need for money now when you won't have it until later this month. These situations and many others can happen to anyone. We're here to help. We know that financial challenges not only impact you and your family, they impact your ability to focus on your education. IUPUI offers a number of resources that can assist you with your current financial situation.

Graduation assistance

Are you nearing graduation and need help to cover your remaining costs? You may qualify for additional funding to help you earn your degree.

Financial assistance

Are you facing an unexpected financial emergency? You may be eligible for emergency funding.

Financial aid re-evaluation

Have your financial circumstances changed since you filed your FAFSA? You may be able to have your financial aid adjusted.

Short-term loans

Do you need funds now but won't have them until later in the month? You may be able to get an interest-free short-term loan.

Paw's Pantry and Closet

Is your cupboard bare but your paycheck not coming for a while yet? Is your wardrobe missing the essentials that you need? IUPUI students with a university-issued ID card can receive food and clothing assistance.

Help me R.O.A.R

Get help meeting your personal, academic, and career goals. Find local resources for help with everything from clothing to low-cost medical services.



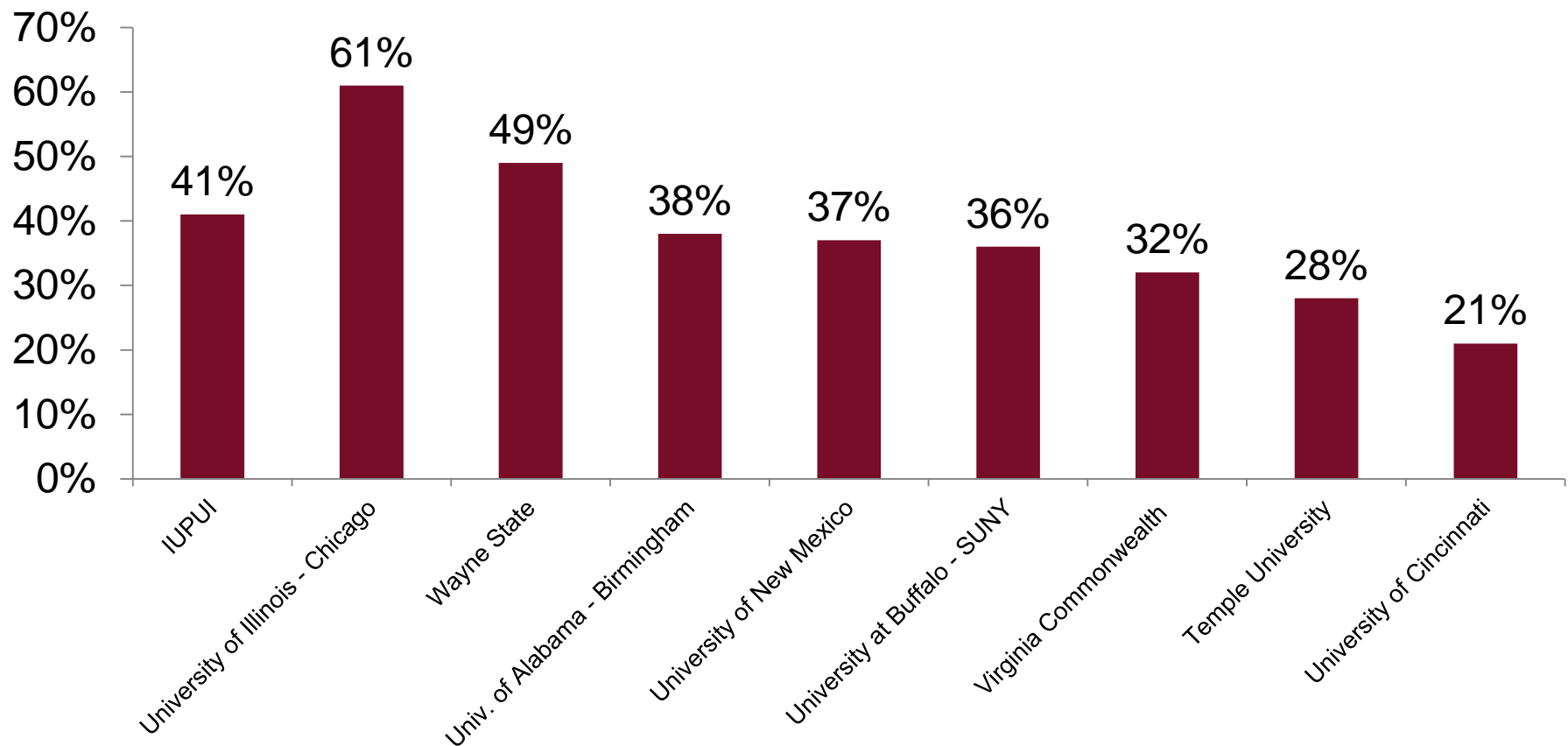
Michele J. Hansen, Assistant Vice Chancellor, Institutional
Research and Decision Support



Understanding Student Financial Barriers

Difference Between IUPUI Peers Pell Grant Recipients

% First Year Students Receiving Federal Pell Grant 2017-2018



Top 10 Reasons For Choosing IUPUI New Beginners Fall 2019

1. Availability of specific academic programs (majors)
2. Graduates get good jobs
3. **Availability of financial aid/scholarship**
4. Career and job opportunities available in Indianapolis after I complete my degree
5. Job, career, and internship opportunities available in Indianapolis while attending school
6. Opportunity for an IU or Purdue Degree
7. **Cost**
8. IUPUI's reputation
9. Social Climate/Activities at the College
10. Social opportunities associated with IUPUI located in city of Indianapolis

Rank ordered by mean ratings out of 23 items

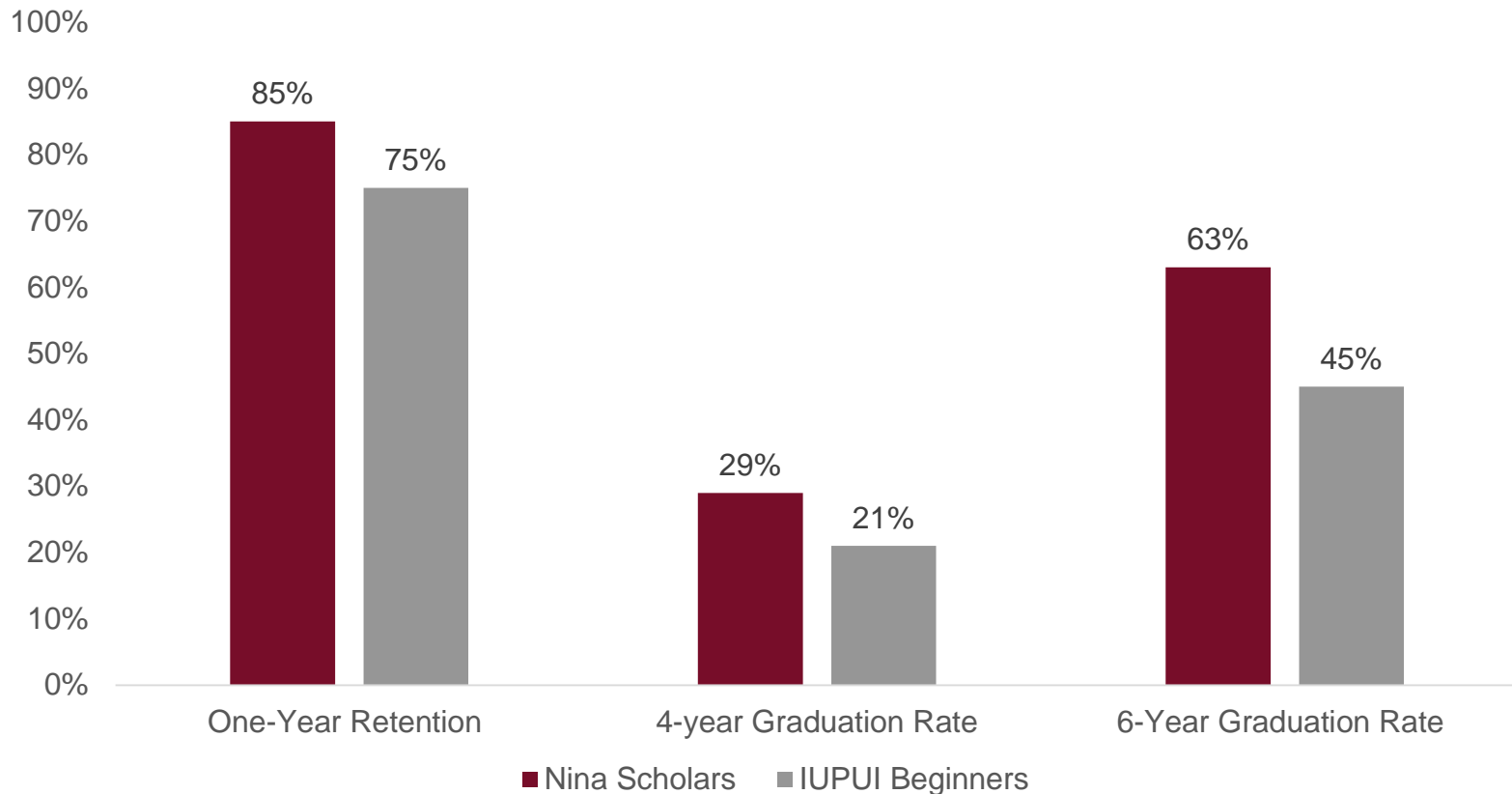


Unmet Financial Need All Undergraduates Fall 2018 IUPUI Indianapolis	N	% of All
No FAFSA on file	4,055	21.5
No Unmet Financial Need (FAFSA on file)	5,155	27.3
\$1 to \$1000 Unmet Need	718	3.8
\$1001 to \$2000 Unmet Need	602	3.2
\$2001 to \$3000 Unmet Need	857	4.5
\$3001 to \$4000 Unmet Need	694	3.7
\$4001 to \$5000 Unmet Need	755	4.0
\$5001 to \$6000 Unmet Need	740	3.9
\$6001 to \$7000 Unmet Need	642	3.4
\$7001 to \$8000 Unmet Need	609	3.2
\$8001 to \$9000 Unmet Need	587	3.1
\$9001 to \$10,000 Unmet Need	545	2.9
More Than \$10,000 Unmet Need	2,938	15.5
Grand Total	18,897	100.0

*5,321 with unmet financial need levels over \$6,000



IUPUI Nina Scholars Beginner Retention and Graduation Rates Compared to Overall Beginners

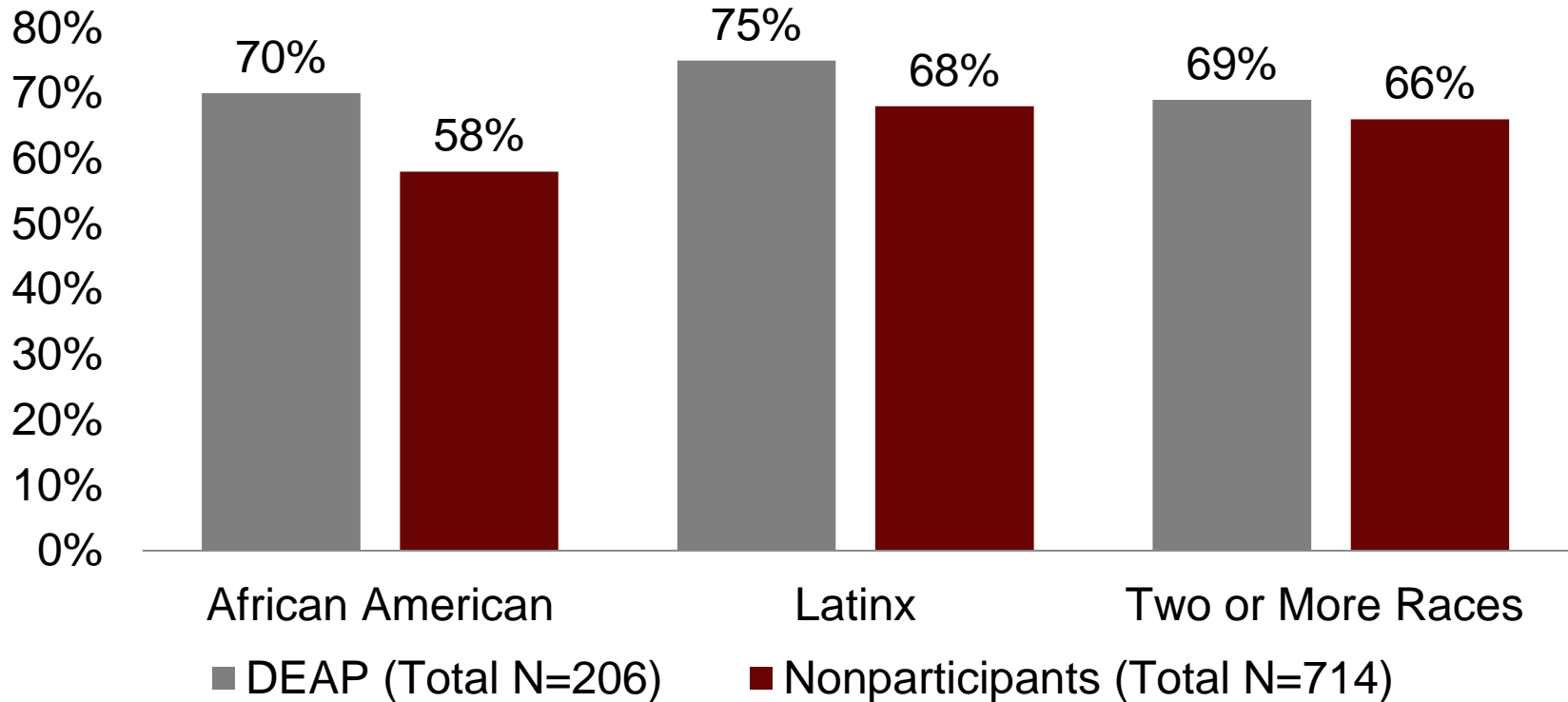


- Nina Mason Pulliam Legacy Scholars program in tribute to the life and values of Nina Mason Pulliam. The Nina Scholars program is committed to providing academic support and resources to students who have traditionally had difficulty gaining access to higher education. (adults, 25 years of age or older, with dependents in the family unit; students from the child welfare system; students with disabilities).
- Fall 2016 cohort and 2011 cohorts



Diversity Enrichment and Achievement Program (DEAP) Retention Fall 2018

Fall-Fall Retention – Retained IUPUI



- DEAP students also participate in living-learning communities and Summer Bridge.
- DEAP students more likely to be Pell Eligible (low-income) and have similar HS GPAs compared to nonparticipants.



Financial Barriers to Success: Understanding Students' Experiences

(full report posted <https://irds.iupui.edu/>
under Students – Student Surveys)

Purpose of Investigation

1. Gather in-depth information about IUPUI students' experiences and to enhance understanding about what academic, social, and financial barriers students have faced during their college career.
2. Ideally, IUPUI campus leaders and administrators use results to inform decisions about what resources are needed to ensure the success of all students, particularly those that may have difficulty affording college.



Methodology

- A mixed-method approach was deployed in an effort to capture students' in-depth perceptions.
- Students were asked to voluntarily participate in a research study of IUPUI student experiences and perceptions of barriers and financial support via email.
- The focus groups specifically focused on intact groups that were part of scholarship programs for under resourced students. We selected students that received State, Federal, or Institutional financial aid or were part of a scholarship program such as Diversity Enrichment and Achievement Program (DEAP), Twenty First Century Scholars, Diversity Scholars Program, Student Support Services, and the Nina Mason Pulliam Scholars. A total of 16 students participated in one of six focus groups over a two week period.
- A sample of 3300 undergraduate students who were Pell Eligible and had over \$6000 of unmet financial aid were asked to participate in the online questionnaire.
- A total of 373 respondents agreed to participate in the online questionnaire (response rate = 12%).



Participants

Focus Group

Ethnicity

- African American 44%,
- White 22%
- Latinx 17%
- International 17%

Other Characteristics

- Women 67%
- LGBTQ+ 11%
- Federal Pell Grant 17%
- First Generation 12%

Following Groups were Represented

- DEAP 11%
- Diversity Sch. Program 12%
- TFCS 1 student
- Student Support Services 1 student
- Veterans 1 student

Age

- 18-19 20%
- 20-22 20%
- 23-25 40%
- Above 25 20%

Online Questionnaire

Ethnicity

- White 44%
- African American 14%
- Latinx 7%
- Asian 4%
- Multiracial 3%
- Other 2%

Other Characteristics

- Women 76%
- Federal Pell Grant 33%
- First Generation 22%
- Transfer student 21%
- LGBTQ+ 5%
- Students with Disability 3%

Following Groups were Represented

- TFCS 7%
- DEAP 3%
- Veterans 2%
- Student Support Services 1%
- Diversity Sch. Programs 1%

Age

- 18-19 26%
- 20-22 28%
- 23-25 14%
- Above 25 32%



Major Findings

1. Majority of students feel sense of belonging and get community from scholarship programs, student clubs/organizations, and classroom settings. Nontraditional students tend to have many external commitments and get community from classrooms.
2. Under-resourced students struggle to pay for college.
3. Multiple strategies used to pay for college (scholarships, loans, working on and off campus, and family help).
4. Most students work in addition to having scholarships and loans.
5. Students expressed debt/loan aversion.
6. Students struggle to pay for textbooks.
7. Students struggle for find affordable housing (close to campus is expensive and off-campus students struggle with transportation and parking).



Students' Voices



Sense of Belonging

- “If you wanted to be involved it could be a little scary your first couple times but those events are always super welcoming. The people that work them are always really nice. The people that attend are always just like you, wanting more people to meet and get to know. So I think that IUPUI actually does an excellent job with that.”
- “My classes are interesting and my professors are nice and they teach well. I live on-campus and have had a good experience so far. I am still getting comfortable with campus, but I am learning more about it every day and becoming familiar with the area.”
- “ I have been able to meet many close friends.”
- “I (get community) in classes as I'm doing okay but when it comes to making friends and being involved it could probably be better.”
- “I do feel a sense of belonging here because you quickly make friends and recognize familiar faces in classes throughout your major.”
- “International peer mentoring has been a big help getting oriented with college environment and making new friends.”



Financial Struggles

- “My experience here has been good so far. I’m just worrying how to pay the rest of my bursar bill, which is stressful.”
- “Parking is expensive and takes a chunk of money that could be used for other things.”
- “Not enough financial education in the beginning (Freshmen year).”
- “Everything is extremely expensive everywhere. I can’t even afford to eat on campus.”
- “I recently have faced a financial barrier. I did not receive enough aid to cover my tuition, unlike in the past years. I had to take on student loans.”
- “I have dealt with financial barriers at IUPUI because it has been difficult balancing paying for school and housing and then my school work.”
- “I’m working about 10-20 hours a week right down here at the fitness center so, but it’s just difficult cause I have exams and homework. I don’t get no sleep at night which makes me not want to go to math class in the morning so I don’t go.”
- “Since I am a DACA student, there is more like options now for them. I don’t have any scholarships and I’m not technically a citizen. There’s are not a lot of opportunity and if we do, it has to be private. They’re really competitive, all the DACA students are fighting for them. So currently, the past three years, my parents have been paying for my college tuition.”



Strategies and Approaches to Pay for College and College-Related Expenses

- “Mainly loans and what that didn’t cover I was working and now I’m living off of the money I had saved up. It is all loans and the help of the Pew Grants and a couple scholarships too.”
- “I took out my subsidized loan and unsubsidized loan. Still didn’t cover though because I had to get the parking pass, which is \$897. So, I’m still stuck with the bill so I took out two loans.”
- “I’m one of the Nina Mason scholars and it us an AMAZING program. I mean they do pay all of your bills pretty much.”
- “I think college is expensive. Even though I have a scholarship... paying to live and eat and trying to juggle it all is tough. I have to work to pay bills, but I want to have school my primary focus and then it’s like I want an internship. Can I FIND a paid internship and still manage to pay my bills? And without going into massive debt? Financial stuff.”



Textbooks

- “I have rented or bought pre-owned textbooks instead of buying new textbooks.”
- “Using the rental option to have a lower cost even if it’s a text I would have wanted to keep as a resource, bought used.”
- “I started renting them off of Chegg or Amazon.”
- “I try to not buy them from the bookstore because they’re more expensive and I’ll try to search and hunt online, and if I can find them I will take out loans to pay for those books. If I can’t, then I’ll try to find somebody that has been in the program before, because they could just lend me their book or something like that... try to get together with somebody that’s in the class, but sometimes that doesn’t always work so, I have to get it on my own.”
- “There are some textbooks that are just like out of my budget so I’m not buying the textbooks. That doesn’t sound like a great strategy but it’s like am I EATING the first month of school or am I having this textbook
- “After buying all of my textbooks and then going to class and the professors tell you to buy them but then, they never really use them so I was like ‘Wow! I’m not buying textbooks ever again because I wasted so much money on them.’”
- “... that can be a determining factor for people that they’re debating two electives and one has 500 dollars in books the other has 20 dollars in books.. I know which one I’d take.”



Transportation

- “Find a more affordable way to commute to campus. Lower parking pass costs, have a bus run more often around Indy for IUPUI students, more bike lanes for a safer commute. I currently ride my bike to class instead of paying for gas and a parking pass, but I am often almost hit by a car on a daily basis. It is very scary at times.”
- “My car is finally paid off this year. When it wasn’t paid off, I struggled keeping it from getting repossessed (which did happen once, and I was able to borrow money to get it back). Now that it’s paid off, I just have to keep gas in it which is hard because it’s not a fuel efficient vehicle. I don’t drive anywhere except to childcare, work, and school. I don’t ever have money to fill my tank, but I definitely take advantage of when gas is cheaper and get as much fuel as I can.”

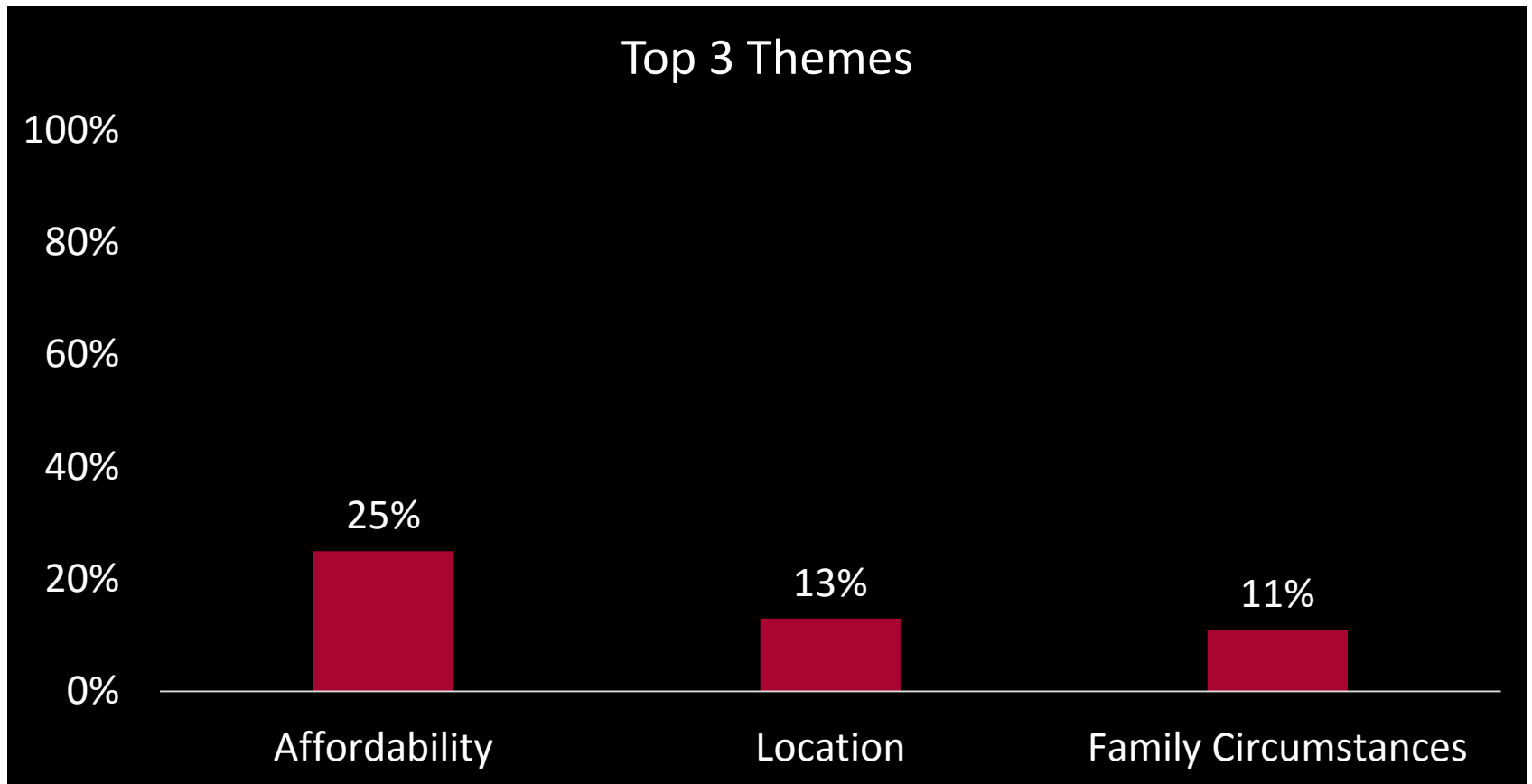


Affordable Housing

- “I wanted to live at least near campus, but it’s expensive and I have a car so I might as well drive it. It’s less convenient but still cheaper.”
- “I commute to school and traffic is challenging sometimes. Finding somewhere to park....it’s terrible. I will have to leave almost an hour and half earlier than usual and I live 10 minutes from here. Also my car isn’t the best but it will get from point a to point b. But last year, I had a lot of issues with it and I didn’t have the money to pay to fix my car and other stuff. So, there were two classes I couldn’t go to because I didn’t have a way to.”
- “Close commute to campus.”
- “Cheaper rent living further outside of Indianapolis.”
- “The close proximity to campus so I wouldn't have to deal with traffic or a lot of gas money. Also, parking sucks and parking passes are expensive.”



Factors Affecting Housing Choice



Food and Nutrition

- “I still struggle with my eating habits, but this has been a pattern of my life. I try to eat at least one, sometimes two meals a day, but it’s tough when packing in course loads of the semester and working full time.”
- “I just don't eat sometimes.”
- “Food pantry on campus helps here.”
- “So far, I have made a great use of the Paws Pantry at the IUPUI campus center.”
- “I have gone to stores that sell food cheaper. I have also gone to food pantries. We had SNAP before, but in trying to get my husband legalized we have stopped using it. My mother also helps in any way that she can with lending us some money until my husband gets paid and we pay her back.”



Working Off Campus and On

Off-Campus

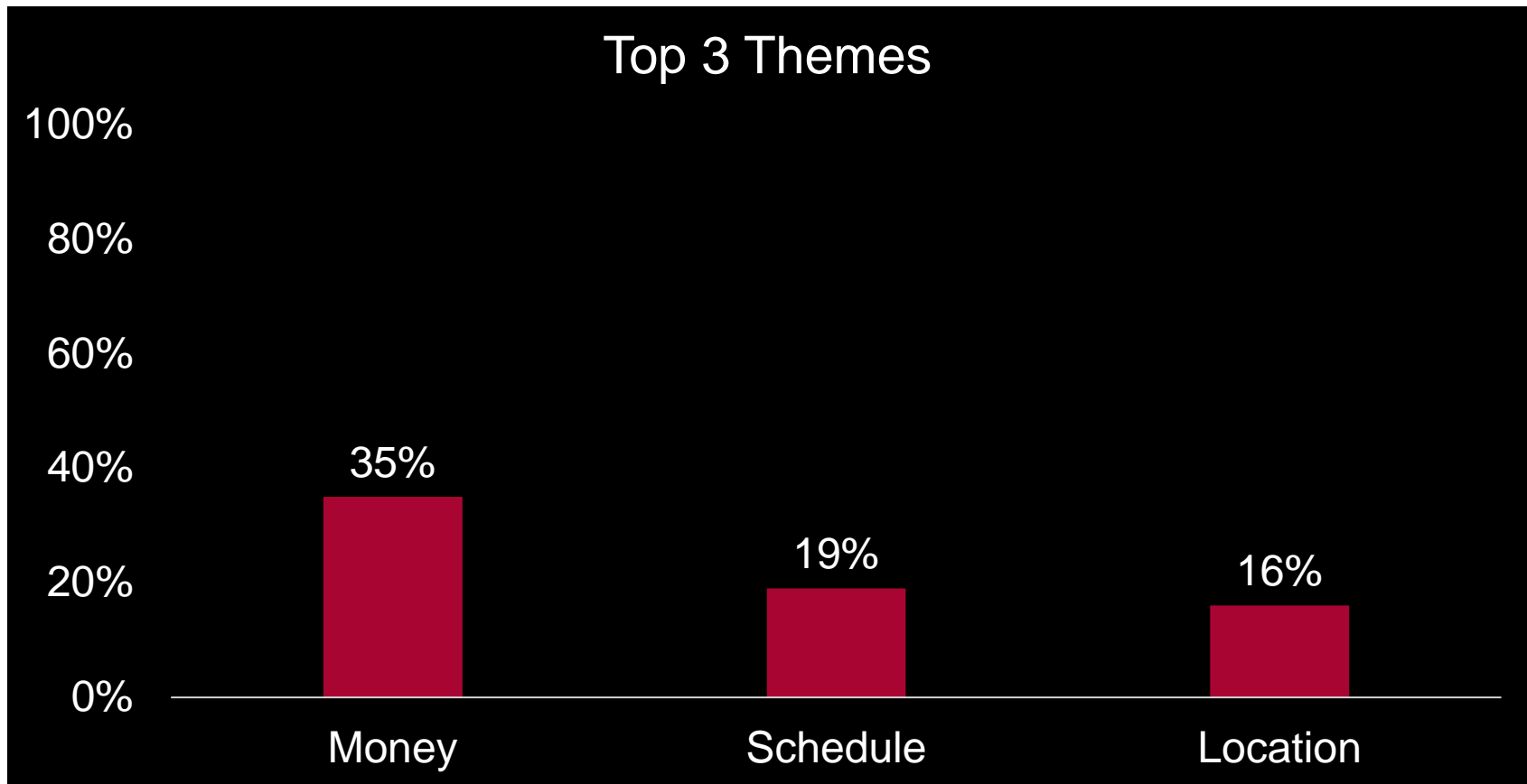
- “I stayed off campus because I already had a job that was close to home and did not see the point in getting a job around here.”
- “Hourly pay rate is increased by 2 fold off campus.”
- “My off-campus job allows me to work more abundant and flexible hours than my on-campus job.”

On-Campus

- “I don't have a car so it is just easier and I have more flexibility with my schedule working on campus.”
- “I am planning on working on campus as I know they will respect my hours because school comes first.”



Factors in Deciding On-or Off-Campus Work

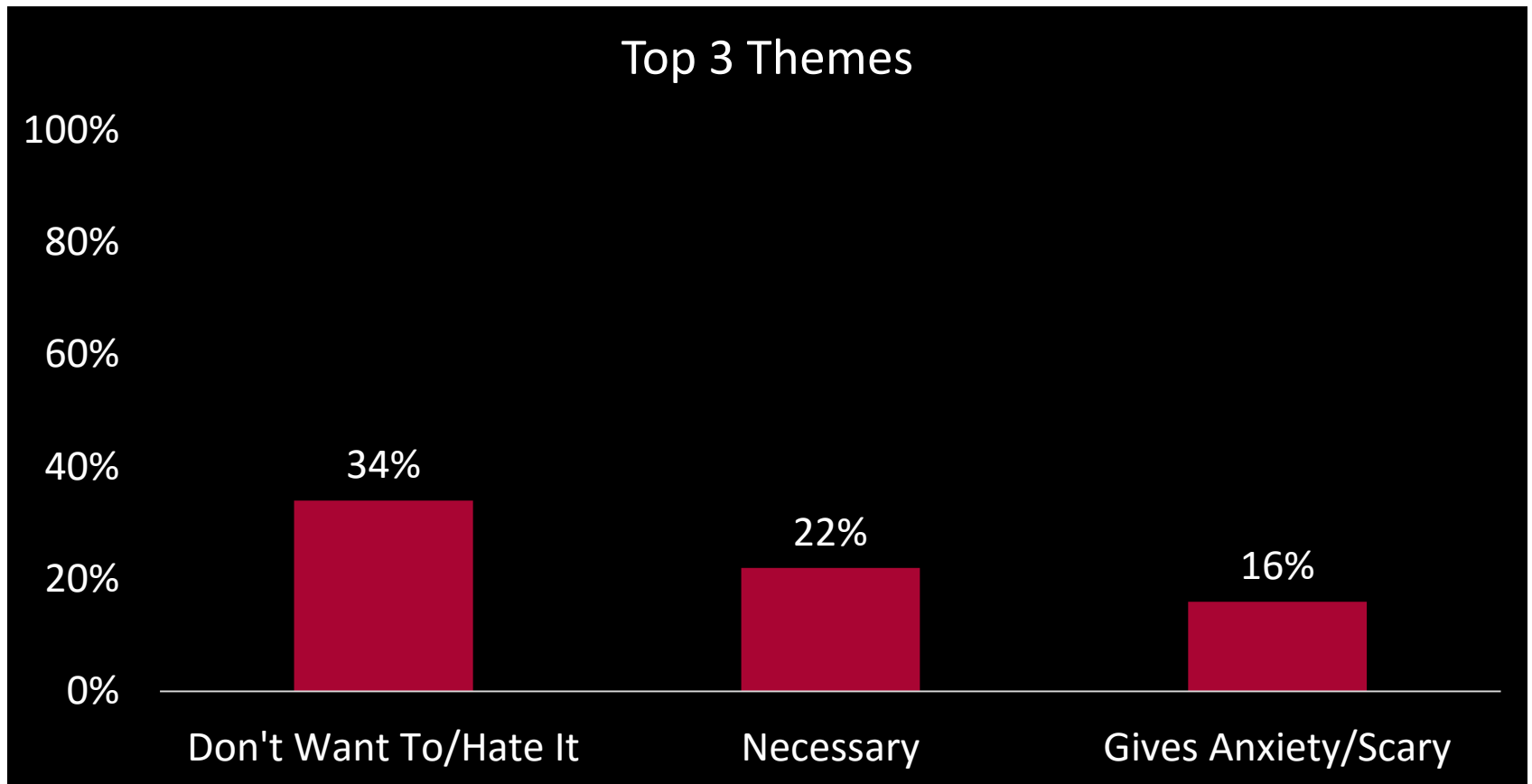


Debt/Loan Aversion

1. “I would rather avoid taking a loan simply because it costs more than actually paying it out. So if I had a choice between taking a loan and taking a gap year, I would probably just take the gap year.”
2. “It’s pretty terrifying. My goal is to try and get enough scholarships so that they’re minimal, and so that the interest is minimal but if it’s what you have to do it’s what you have to do. I would really like to get the whole experience and like study abroad. They actually have so many scholarships for studying abroad so, that doesn’t even seem like it’s going to be a huge deal.”
3. “I don’t want to take any loans just because I don’t want to be in debt. So my parents told me at least you can make that happen, just stay away as long as possible. And I can’t even take them. But if I could, I would.”
4. “Also when taking out loans...know what type of loans they should take...my mentors always advised me ... you know it’s, it’s not free money...if you think it’s free money then have some leftover but you’re going to have to pay more in interest...so take only what you need and mostly, going for government loan like I had a Perkins loan and someone will have a really good idea that taking out private loans just really bad. It’s good for emergency purposes but in the long time it is going to screw you up real bad.”

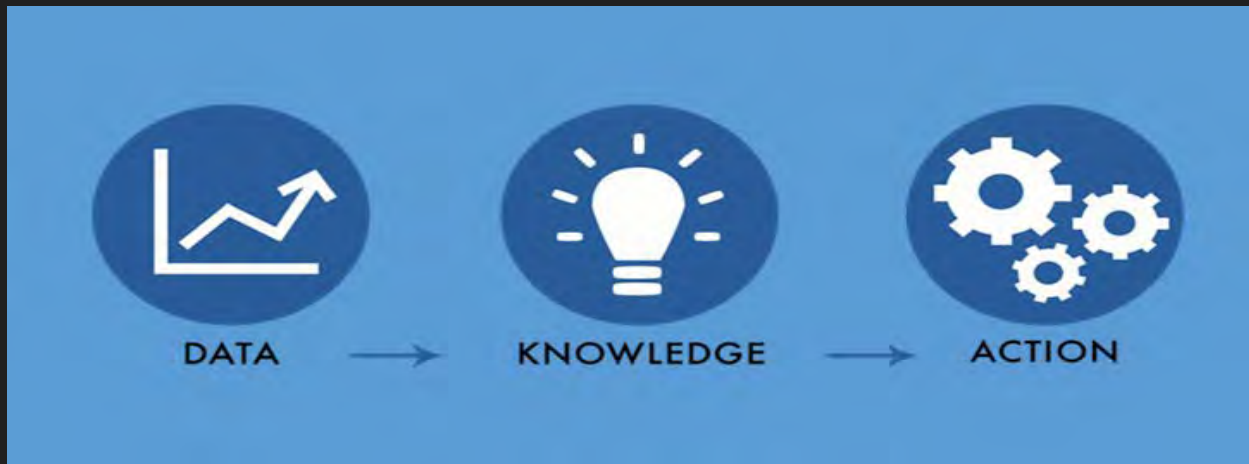


Factors Affecting Taking Out Loans



Important to Note!

1. Data and investigations have been shared with campus leaders, faculty, and staff in a variety of formats.
2. Actions have been taken based on the data.





**Charlie Johnson, Director of Scholar Support
Programs, Nina Mason Pulliam Legacy Scholars
Program Bowen Scholars Program**

Support Programming That Works



Learning through designing to the students with the most significant challenges:

- All under-resourced/low-income
- Students who are parents
- Students who have experienced homelessness, foster care, total lack of family support
- Students who have disabilities
- Students facing the headwinds of inequity throughout their lives

Approaching Educational Equity through Practice...

Scholar Support Programs

Nina Scholars

Bowen Scholars

THRIVE



IUPUI

What are they facing?

JOBS

Job loss

Working 70 hours a week –
student teaching and on-
campus

REALTIONSHIPS

Navigating relationships
with estranged parent

Housing and financial
security tied to a romantic
relationship

Loss of estranged parent

Sole caregiver for
grandmother with
significant health issues

HEALTH

Fear of success

Sleep problems due to
stress, anxiety, trauma,
and coping mechanisms

Health problems related to
an eating disorder

Chronic Depression

BASIC NEEDS

Stable housing challenges

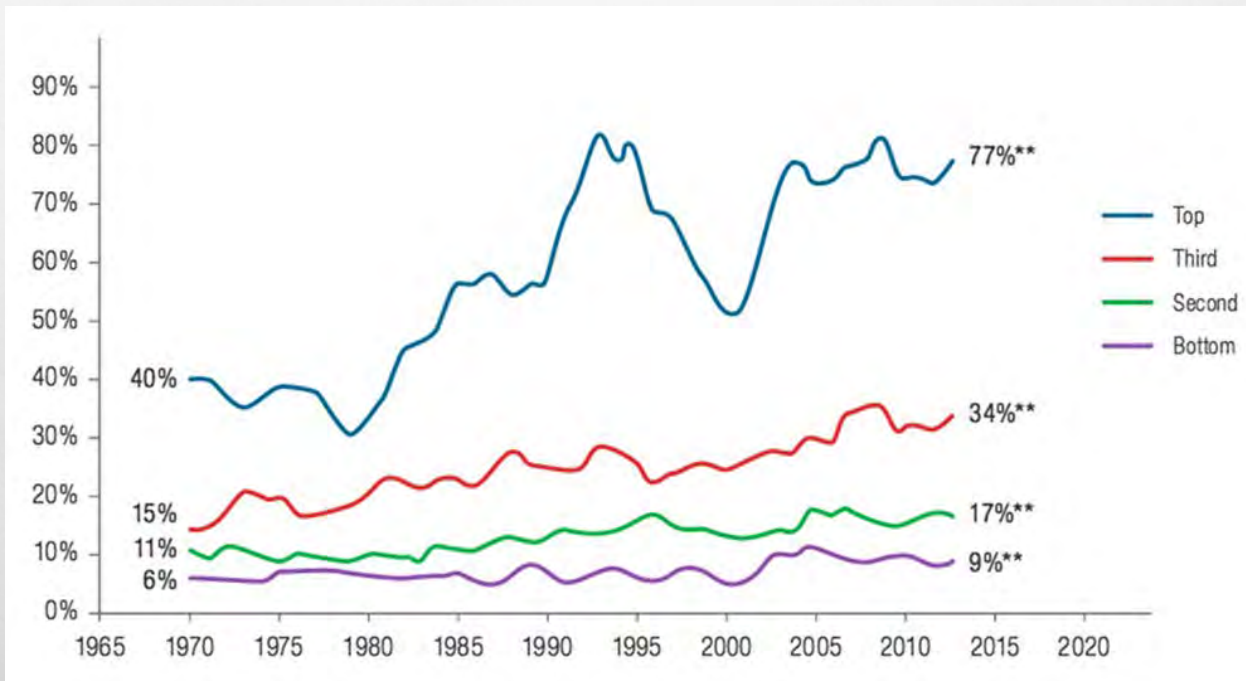
Food insecure

Car repair related to
deferred maintenance

Driver's education



Bachelor degree attainment by age 24 as influenced by income.





24%

will have
no high school
diploma or GED

3x more than
general population



3%

will get a two-
or four-year
college degree

10x lower
than general
population



23%

will become a
teen parent

2.5x more
than general
population

FOSTER CARE: AGING OUT STATISTICS



52%

will be
employed
at age 21

1.5x lower
than general
population



42%

will be
convicted of
a crime

7x more
than general
population



29%

will be
unable to
pay rent

4x more
than general
population



TRANSFORMATIVE EDUCATION...

...is about possibility – the possibility that everyone has the opportunity to learn, grow, develop, and contribute. Through the lens of educational inequity, many face limited opportunities, considerable barriers, and diminished life chances. Students who have faced the disempowering nature of educational inequity come to us with a broad set of needs. Rather than start out simply with a best practices model borrowed from others, we can use an inquiry-to-practice approach that has been guided by big questions such as:

- how do individuals from marginalized backgrounds overcome and transcend limiting circumstances and diminished life chances?
- how can individuals respond intentionally, skillfully, and in healthy and wise ways to social and educational barriers as well as inevitable challenges in life?
- how might we help students engage in the transformative process of finding meaning, purpose, direction, and vitality?
- and, of course, how might we as a campus community find innovative ways to fill the opportunity gaps these students face?



This semester I've taken on a lot more responsibility than usual between work, school, and personal life. Nina has really encouraged me through the lessons in class and the stories of others to practice self-care and the amazing benefits it can provide.

When things get hard I often forget to breathe and take care of myself but because of the tools I have learned in Nina, I am coping better than I ever have.

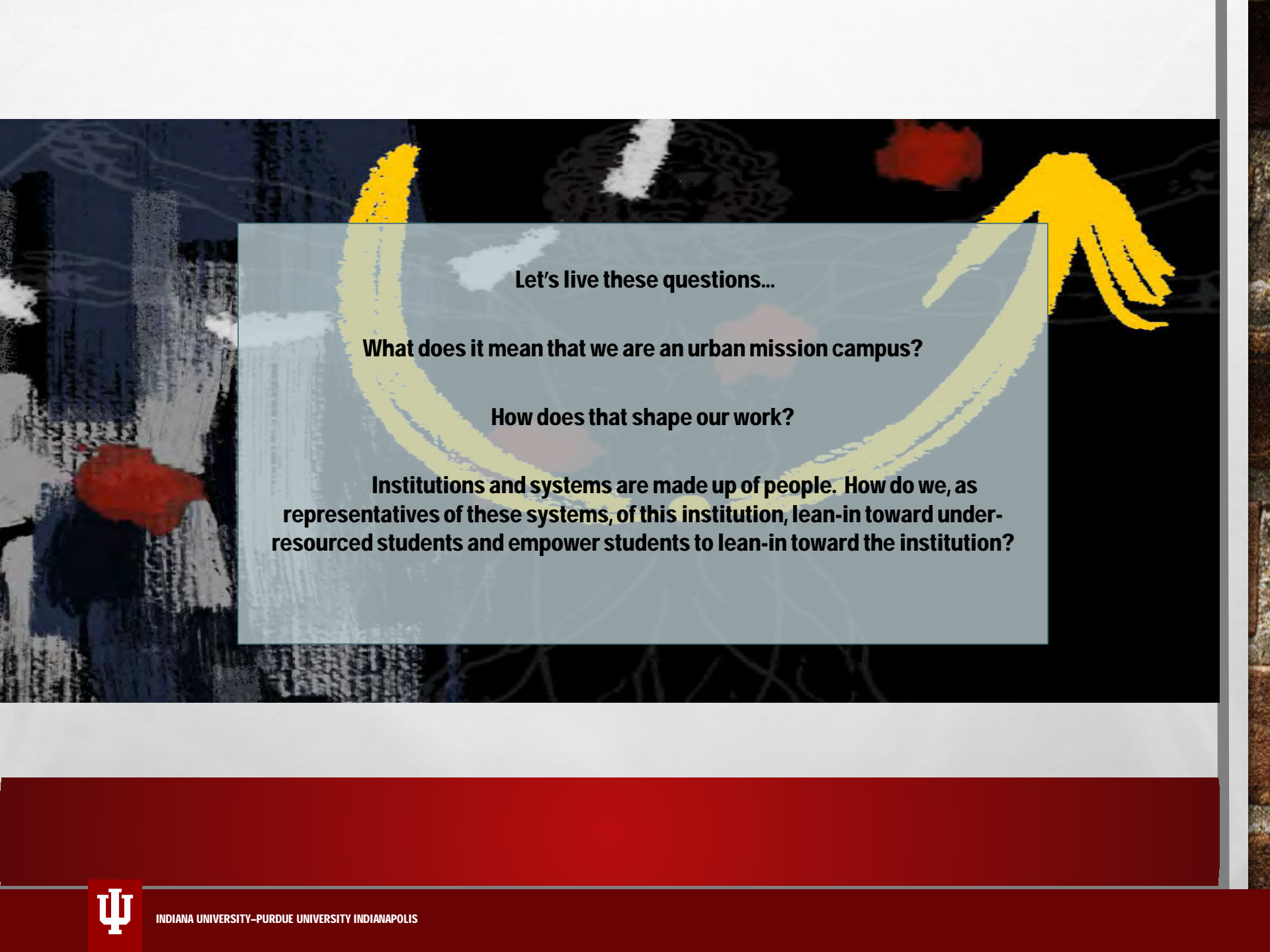
One of the most valuable things I have taken away from the Nina Scholars program is finding a sense of myself. Nina Scholars has allowed me the tools to process and be empowered by the adversity I experienced geared towards success and growth. I have unlocked parts of who I am and found a sense of how I fit into the world.

I went through a lot and the community has really rallied around me. Between 1:1 meetings, my mentor from last year, and the overall community I feel that I am truly surrounded by the best people I possibly could be and they help me to be the best possible version of myself every day.

One of the most valuable aspects of the Nina Scholars program is the community. Coming from a background of feeling like I had no one, I finally feel like I belong. This community makes me feel seen and appreciated for who I am.

My experience with Nina has been life changing. I started this program with tragedy of gun violence, homelessness, broken relationships and the loss of my father. I learned with my experience at the Nina program to communicate. I reached out to my mentor and they expressed compassion and calmness. I am forever grateful, for this opportunity.





Let's live these questions...

What does it mean that we are an urban mission campus?

How does that shape our work?

Institutions and systems are made up of people. How do we, as representatives of these systems, of this institution, lean-in toward under-resourced students and empower students to lean-in toward the institution?





**Tytishia “Ty” Davis, Assistant Dean of
Students/Director, Office of Student Advocacy and
Support (OSAS)**

Empowering Student Success

OFFICE OF STUDENT ADVOCACY AND SUPPORT (OSAS)

Newest unit in Division of Student Affairs

Inaugural Opening - Summer 2016

Vision: Empowering lives by advocating for student success

Purpose: to connect students with resources to meet needs that might impede academic success

OSAS works closely with campus and community partners in advocating for student needs and serves as a centralized location for accessing resources, student advocacy, and navigating campus policies and procedures.



OSAS Expansion and Additional Support Services

- INCREASED STAFF TO INCLUDE A RESOURCE COORDINATOR AND A PRACTICUM STUDENT FROM THE SCHOOL OF SOCIAL WORK
- EXPANSION OF PAWS' PANTRY TO ADDRESS FOOD INSECURITY
- CREATION OF PAWS' CLOSET FOR EVERYDAY AND PROFESSIONAL CLOTHING
- CREATION OF PAWS' BOOKSHELF FOR TEXTBOOKS
- SEMESTER COMMUNITY RESOURCE FAIRS
- COLLABORATION WITH CHARTWELLS AND AUXILIARY SERVICES FOR DINING VOUCHERS



By the Numbers (2018-2019)

- 1 in 5 IUPUI freshmen are below the poverty line and considered food insecure.
- 3,321 Visits to Paws' Pantry and 281 Visits to Paws' Closet (Oct-June)
- Nearly **two-thirds of Paws' Pantry and three-fourths** of Paws' Closet users were undergraduates
- Paws' Pantry users who were degree-seeking undergraduate students had **higher spring 2019 retention rates at IUPUI** than their peers who did not use Paws' Pantry (92.9 vs. 88.8 percent).
- Paws' Closet users who were degree-seeking undergraduate students had **higher spring 2019 retention rates at IUPUI** than their peers who did not use Paws' Closet (96.0 vs. 88.8 percent).





HELPMEROAR.IUPUI.EDU



Help Me R.O.A.R.

[LEGAL SERVICES](#)

[ESSENTIALS](#)

[ACADEMICS](#)

[HEALTH AND WELLNESS](#)

[FINANCIAL](#)

[CONTACT US](#)



The R.O.A.R. — or "Registry of Options and Resources" — website is a one-stop shop of information with campus and local community resources within a five-mile radius of IUPUI.

HelpMeRoar.iupui.edu





EMERGENCY AND COMMUNITY RESOURCES

TOP 10 REASONS TO REFER TO OSAS



1. Enrollment concerns



2. Outstanding balances
on account



3. Absence notification
during emergency



4. Concerns outside of
the classroom



5. Basic needs not met



6. Financial aid or bur-
sar clarification



7. Hungry and without a
meal plan



8. Volunteer opportunities



9. Cannot afford
textbooks



10. Concerns with
living situation

The Office of Student Advocacy and Support
Campus Center, Suite 270
stuadvoc@iupui.edu
317-274-4431

Appointments and Walk-in Hours Available
advocate.iupui.edu



IUPUI

OFFICE OF STUDENT ADVOCACY AND SUPPORT
Division of Student Affairs



HOW CAN YOU HELP?

For Paws' Closet...

- Donate clothing and accessories.
- Volunteer your time.
- Donate funds (employee contributions).
- Spread the word!

In General...

- Refer. Refer. Refer.
- Help create a culture of care.

For Paws' Pantry...

- Donate high-demand items
(contact OSAS for list or visit website).
- Host a food drive.
- Connect to Kroger Rewards.
- Donate funds.
- Sponsor a shelf.
- Spread the word!



Assisting Under-Resourced Students

[ABOUT](#)

[FAQS](#)

[BLOG](#)

[DATA / PRESENTATIONS](#)

[CONTACT US](#)



Tips and tools for IUPUI faculty, staff, and administrators to assist under-resourced students.



PROVIDING ADVOCACY WITH SUPPORT

WHAT'S NEXT FOR OSAS?

- PAWS' EXPRESS – PREPARED MEAL PROGRAM
- OSAS EMERGENCY FUNDS (GAS CARDS, GROCERY CARDS, EMERGENCY ASSISTANCE)
- HOST HOMES PROGRAM (CAMPUS FACULTY & STAFF, CHIP, IYG, AND OTHER COMMUNITY PARTNERS)
- SERVICES FOR IUPUI STUDENTS WITH CHILDREN (IE, CHILDCARE EXCHANGE PROGRAM, FUNDING FOR CHILDCARE)
- NEW LOCATION FOR PAWS' CLOSET
- CAMPUS RESOURCE CENTER – “ONE-STOP-SHOP” FOR ALL PAWS' SERVICES, CASE MANAGEMENT, AND REFERRALS

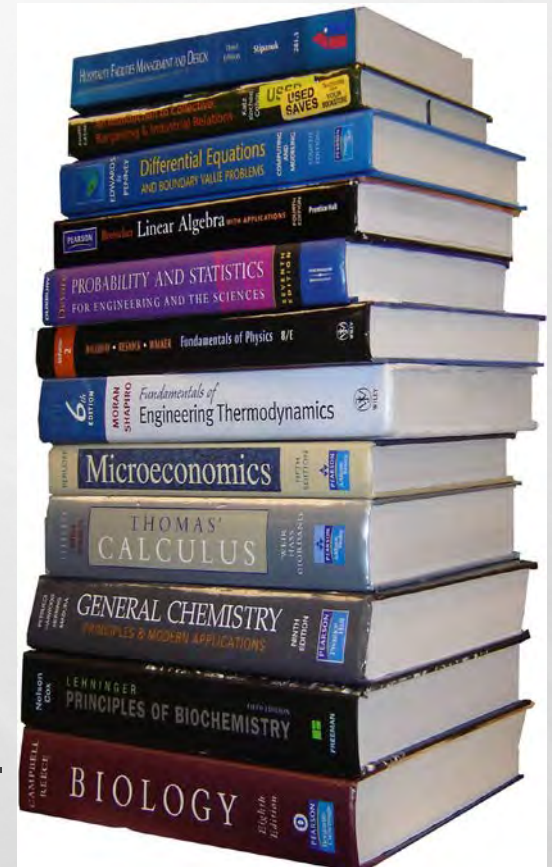


**Ronald M. Sandwina, General Studies Program
Director, School of Liberal Arts, Sr. Lecturer,
Department of Communication Studies**

Support Strategy Ideas for Faculty

Specific Strategies for Faculty: Textbooks

1. **IU eTexts**: <https://etexts.iu.edu/>
2. Do you truly need the latest edition?
3. Consider Open Educational Resources: <https://iupui.libguides.com/OER>
4. Do you need a textbook?
5. Order your textbook early so that students know the price and can shop for the best price.



Specific Strategies for Faculty: The Syllabus

INCLUDE A STATEMENT IN YOUR SYLLABUS, SUCH AS,

“ANY STUDENT WHO FACES CHALLENGES OF SECURING FOOD, HOUSING OR OTHER BASIC NEEDS IS URGED TO LEARN MORE ABOUT CAMPUS AND COMMUNITY RESOURCES THROUGH THE [HELP ME ROAR](#) WEBSITE. YOUR INSTRUCTOR IS COMMITTED TO YOUR SUCCESS. IF YOU ARE FACING FINANCIAL, HOUSING, BASIC NEEDS OR OTHER OBSTACLES THAT GET IN THE WAY OF YOUR SUCCESS FEEL FREE TO TALK TO ME. I MAY HAVE ACCESS TO INFORMATION AND RESOURCES YOU MAY NOT BE AWARE OF. FOR SURE, IF YOU CANNOT AFFORD THE TEXTBOOK, PLEASE SPEAK TO ME.”



Specific Strategies for Faculty: Know Campus Resources

1. Assisting Under-Resourced Students: A site for staff, faculty and administrators: <https://assist.iupui.edu/>
2. Help Me Roar: A site for students: <https://helpmeroar.iupui.edu/>



Specific Strategies for Faculty: Children in the Classroom?

Some Schools may have a policy regarding guests, including children in the classroom.



Specific Strategies for Faculty: Do What We Do Best

- Create a narrative that allows your students to see you as someone they can relate to and connect with.
- Provide nontraditional contact options as typical office hours are often inaccessible to nontraditional students due to tight class schedules
- Coach students as opposed to “telling” them
- Do more listening and less speaking



Discussion

Awareness → Reflection → Action

- Who Are the Champions in Your Unit?
 - What's Next for Your Unit?
 - What Needs to be Done?

