

The Inclusive Educator Workshop Series

Recognizing Student Struggles and Providing Resources

Session One

Dr. Cynthia Ragle, Dean of SSPAC
Dr. Sarah Alderfer, Professor of English, Dept. Chair
Professor Jamie Singleton, English



Brainstorming

padlet

♥️ REMAKE ↗️ SHARE ⚙️ ... 👤

👤 Jamie Singleton · 1m

What kinds of struggles do students face?

Inclusive Educator Workshop Series

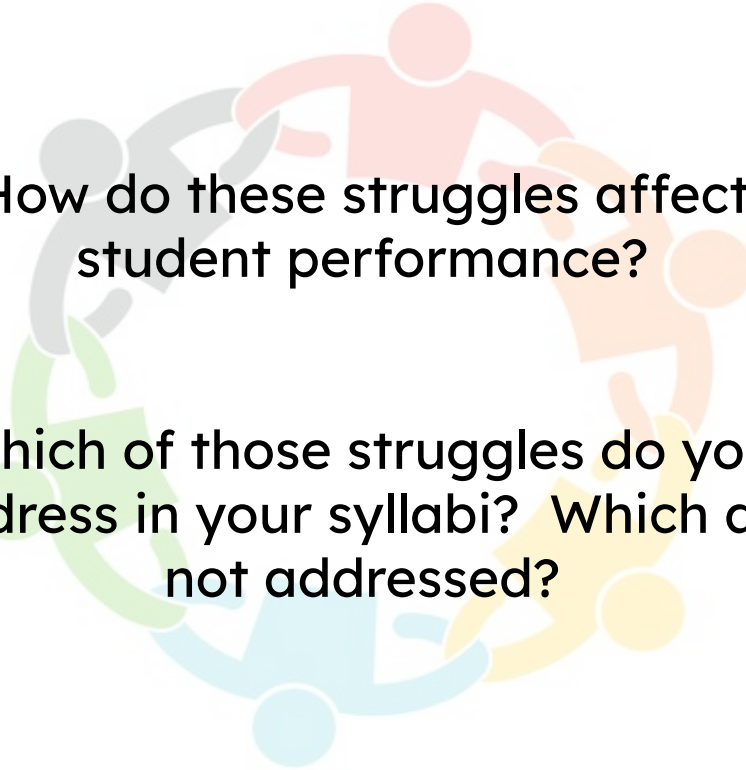
+

The image shows a screenshot of a Padlet brainstorming board. The board has a dark blue background. At the top left, the word "padlet" is written in white. In the top right corner, there are icons for a heart, a square with a plus sign labeled "REMAKE", a right-pointing arrow labeled "SHARE", a gear icon, and a three-dot menu icon, followed by a small circular profile picture. Below the "padlet" logo, the creator's name "Jamie Singleton" and a timestamp "1m" are displayed. The main title of the board is "What kinds of struggles do students face?" in a large, bold, white font. Below the title, the subtitle "Inclusive Educator Workshop Series" is written in a smaller white font. The main area of the board is currently empty, with a large pink circular button containing a white plus sign in the bottom right corner, indicating where new notes can be added.

Open Discussion

How do these struggles affect student performance?

Which of those struggles do you address in your syllabi? Which are not addressed?



Housing Insecurity

- Students are most likely at risk for housing insecurity during winter break and if they live off campus (Housing Instability and Food Insecurity: Resources and Gaps on Indiana College Campuses, 2021).
- Additionally, as many as 13% of students enrolled in two year colleges experienced homelessness (University of Wisconsin's Harvesting Opportunities for Postsecondary Education (HOPE) Lab, 2017).
- According to the U.S. Census Bureau, Household Pulse Survey, 2020-202, adults ages 18-24 who have little or no confidence in their ability to pay their next rent or mortgage payment on time in the United States:

Indiana 18%

Illinois 17%

US- 10%



Food Insecurity



- Many students consider food to be their most flexible expenditure when determining where to cut expenses, which may be contributing to the alarming rates of food insecurity across college campuses in the United States today (Food Insecurity on College Campuses, 2018).
- The 2016 Hunger on Campus Report surveyed 3,765 community college students and found that 25% reported experiencing very low food security, compared to 20% at four-year schools. A multi-state survey of more than 33,000 students enrolled at 70 colleges conducted in March 2017 by the University of Wisconsin's Harvesting Opportunities for Postsecondary Education_(HOPE) Lab found that as many as two thirds of students were food insecure which is higher than the 12.3% rate for the general population in America.
- First generation low-income students, many of whom are enrolled in community colleges, are particularly vulnerable to food insecurity. More than 56% of all first-generation students were food insecure, compared to 45% of students with at least one parent who had attended college. (Food Insecurity on College Campuses, 2018)

Food Pantries



- Food pantries appear to be the primary way Indiana's colleges and universities address food insecurity (Housing Instability and Food Insecurity: Resources and Gaps on Indiana College Campuses, 2021).
- Sandy's Pantry- Over the past seven years, the pantry has served 2,197 students - an average of 26 students per month.
- Helping His Hands Mobile Food Pantry - Two weeks ago- served 33 students. Last year, the average was 80 students per time.

Foster Success and the Indiana Commission for Higher Education

Overall, Carmen described her college's assistance as "great...if you needed something...they'd take you to whoever to get the help you need...but what really helped was the professor included it [information about services] in the syllabus." (Housing Instability and Food Insecurity: Resources and Gaps on Indiana College Campuses, 2021).

Recommendations for colleges and universities:

- develop active networks and referral relationships with community organizations
- disseminate information and resources to students, including on syllabi and through other nontraditional methods
- track and measure the impact of programs designed to address food and housing insecurity





**But How Do I Give Students Access
to All These Resources?**

VU Library

Purdue OWL

MW Dictionary

Blackboard Help

Academic Support Services

Brainfuse Online Tutoring -
FREE

Wabash Valley Connect

Circle In App

Course Management

My Announcements

(017) English Composition I

- > ENGL 101 - Tues and Wed
- > ENGL 101 - Thurs and Fri S

Needs Attention



- ▶ **Assignment Needs Gradi**
- ▶ **Test Needs Grading (4)**

[Wabash Valley Connect](#)

🔍 📁

▼ **(001) English Composition II** 🏠

Home

About Dr. A/Email Dr. A

Syllabus/Schedule

Daily Agendas: CHECK HERE IF ABSENT

Virtual Office

COURSE CONTENT

START HERE: Orientation to Comp II

Unit I

RESOURCES FOR STUDENTS

Check My Grades

Circle In

Handouts and Resources

Self-Care Resources

Student Resources and Services

InQuizitive and Norton Resources

Student Resources and Services



Counseling Center (VU)

Learn how to contact the Counseling Center or how to make an appointment with one of the Counseling Center's staff.



Tutoring Services at VU

Find out where to access tutoring services at VU. Page includes contact information as well as hours and services available.



Wabash Valley Connect

Wabash Valley Connect allows users to search for free- or reduced-cost services like medical care, food, job training, and more.



The Writing Center

The English department's Writing Center, located in E-229 of the Shircliff Humanities Center, provides free one-on-one tutoring.



University Primary Care Center

The Vincennes University Primary Care Center (UPCC) is designed to help our students, faculty and staff stay healthy on campus.

Full-time students on the Vincennes campus may be seen at the Vincennes University Primary Care Center (UPCC)-Stude campus. The UPCC nurses are available for assessment of acute illnesses and injuries.

You can schedule appointments by calling 812-888-7777. The clinic is open Monday through Friday from 8:30-4:00 pm.



S Y L L A B U S

Inclusive Syllabus Statements to Address Student Struggles

Standard Disabilities Services Statement

Disabilities Services Policy: The Office of Disability Services reviews requests and determines appropriate accommodations for students with disabilities. Students with psychological, physical, sensory, communicative and/or learning disabilities should seek out this office as soon as possible after admission to VU if they require academic accommodations. The student will be required to provide copies of medical or psychometric evaluations that document the presence of a disability and the impact of the disability on the student's level of functioning. The Office of Disability Services also coordinates the availability of assistive technology at various campus locations to provide accessible classroom materials and equipment. Vincennes University complies with the requirements set forth by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to assure the rights of individuals with disabilities to fair, non-discriminatory treatment. The Office of Disability Services is located at the South Entrance of Vigo Hall. The phone number is 812-888-4501. Specific procedures for requesting an accommodation for a disability may be found at the Office of Disability Services website at www.vinu.edu/DisabilityServices. Students that will be requesting accommodations should view the Disability Services website for documentation requirements.

Standard Disabilities Services Statement

American Disabilities Act Statement

Vincennes University accommodates students with disabilities in accordance with federal laws and university policy. Any student who has a disability that qualifies under the American with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, should contact the Office of Diverse Abilities and Accommodations to request accommodations as needed.

Policy found under Vincennes University Policies in Simple Syllabus and in VU Catalog

Standard Disabilities Services Statement

- Legalese, focuses on accommodation as an obligation
- Usually positioned near the end--not easily visible and represents as “mere policy”¹
- Is ableist
- Marginalizes the student with diverse abilities
 - Unwelcoming
 - Portrays the student in need of accommodations as a burden, not a “normal” student
- Implies that diverse abilities are limitations
- Ignores UDL principles
 - Assumes course design is fine
 - Assumes student’s abilities are the problem
- Does not recognize social, structural inequities

¹Vidali, Amy. “Embodying/Disabling Plagiarism.” *JAC*, vol. 31, no. 3/4, 2011, pp. 752–769. *JSTOR*, www.jstor.org/stable/41709670. Accessed 8 Sept. 2021.

Revised Statement

Accommodations and Accessibility: Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies that address your needs while upholding the requirements of the course.

If you need official university accommodations, you should contact the Office of Diverse Abilities and Accommodations, located in room 135 of the Shake Learning Resource Center. Their phone number is 812-888-4501. You'll need to provide them with documentation for their review. They will provide you with a letter to give your professors about your specific needs. You can read about the specific procedures on the Office of Diverse Abilities and Accommodations' website (<https://www.vinu.edu/web/diverse-abilities-and-accommodations>). Please know that, if you require accommodations and present me with your letter, I might ask to meet with you outside of class so that we can ensure that your needs are met.

Revised Statement




Decenters the disability and emphasizes inclusion

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Revised Statement

Focuses on student
success regardless
of ability




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 Collaborative spirit,
teacher/student partnership

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[It's the same class for everyone](#)

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Office as consultant

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Mental Health Statement

Self-Care and Wellness: You will perform at your best when you are taking care of yourself, and you are encouraged to practice self-care to maintain your focus and engagement. This might mean that you step out for a drink of water or to use the restroom or that you take a moment to stretch or do some deep breathing. Remember, though, that these actions could be distracting to others, so please be respectful of others by minimizing distractions to the best of your ability when practicing self-care. I hope that you practice self-care outside the classroom, as well, by eating well, getting enough sleep, finding time to move your body, and staying connected with friends and family. Maintaining work-life balance can be difficult, but it is an essential practice that will serve you well beyond your college career.

College life can be overwhelming, but know that you are not alone if you feel stressed or experience anxiety. When these feelings become challenging, we all benefit from people in our support network. As your professor, I am part of that support network. If our class is causing you stress or anxiety, please speak with me. My door (or email) is open to you, and I am happy to help you identify strategies that could help you get back on track. If it seems you would benefit from additional support, I will express my concerns to you and remind you of the services available to you. I can also help you contact VU's Counseling Center (<https://www.vinu.edu/counseling-center>), located in room 134 of the Shake Learning Resource Center, which provides counseling services to VU students. You can call them at 812-888-4374.

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Basic Needs Syllabus Statement



For College, Community, and Justice

HOPE4COLLEGE.COM

- Course Information
- Course Text and Materials
- CircleIn
- Instructor Information
- Course Catalog Description
- Course Designation
- VU Liberal Education Outcomes met by this course
- UCC/State Outcomes met by this course
- Course Outcomes
- Course Content
- Evaluation and Grading Scale
- ▶ Course Policies
- Vincennes University Policies
- Course Calendar

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Vincennes University Counseling Center is here to help: call 812-888-4374 and visit their website at <https://www.vinu.edu/counseling-center>. Consider reaching out to a friend, faculty, or family member you trust for help getting connected to the support that can help.

▶ Basic Needs and Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Content / Schedule Change Statement

Here are examples of basic needs security statements from professors around the country:

“We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you’re having trouble with any of those things, please talk with me or with the Dean of Students. Together we can work to make sure those needs are met.” - Yvonne Seale, SUNY-Geneseo

“It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact XXX and/or me. We are here to help.” - Dalie Jiminez, University of Connecticut

Basic Needs Statement Rationale

- Campus Support Services are often underutilized.
- Lack of Awareness of Services
- Inexpensive, Efficient, and Effective - especially if reinforced and repeated across classes on campus
- Encourages a culture of caring
- Easier to teach students who are receiving support and ready to learn

CRAFTING A BASIC NEEDS SECURITY STATEMENT IS STRAIGHTFORWARD, INVOLVING JUST THREE STEPS:

Step 1: Welcome students to seek help and normalize the act of getting help with food and housing. Rather than calling out food insecurity or homelessness by name, simply indicate that if students are having trouble affording enough to eat, or don't have safe and reliable places to sleep, they should seek help.

Step 2: Direct students toward help. Identify the best point of contact on your campus by asking the Dean of Students (or Vice President of Student Affairs) which person is appropriate to list and getting permission from that person first. If your college has support information on a website, list that web address along with a person's name. It is not necessary to include a laundry list of every available resource on campus, only to help point the student in the right direction.

Step 3: Invite students to connect with you. Students dealing with basic needs insecurity often exhibit symptoms in the classroom. If they tell you this is a challenge, you will be more informed when you see them sleeping in cars or missing deadlines. Simply letting them know you care can improve their odds of success; indeed, most of today's students express a strong desire for professors to know them as people.

-- From "BEYOND THE FOOD PANTRY: Spreading the Word - Supporting Students' Basic Needs with a Syllabus Statement and Welcome Survey"

Sara Goldrick-Rab
Updated December 9, 2020

([link to this resource in Wakelet](#))

Remind Text Message List

Scheduled Announcements

S Mrs. Singleton

Edit

Delete

Sandy's Pantry takes place this week on Tuesday and Thursday. Please see attached flyer.



Having trouble making ends meet?
Cutting Meals?
Come to **SANDY'S PANTRY for VU STUDENTS**
An outreach to VU Students
Located at St. John's United Church of Christ
606 N 5th Street
Vincennes, IN
In partnership with Vincennes University
(812-882-2720)
Select 25 non perishable food item once each months.

📅 October 4, 2021 at 8:30 PM

Activity:

Crowdsourcing Resources

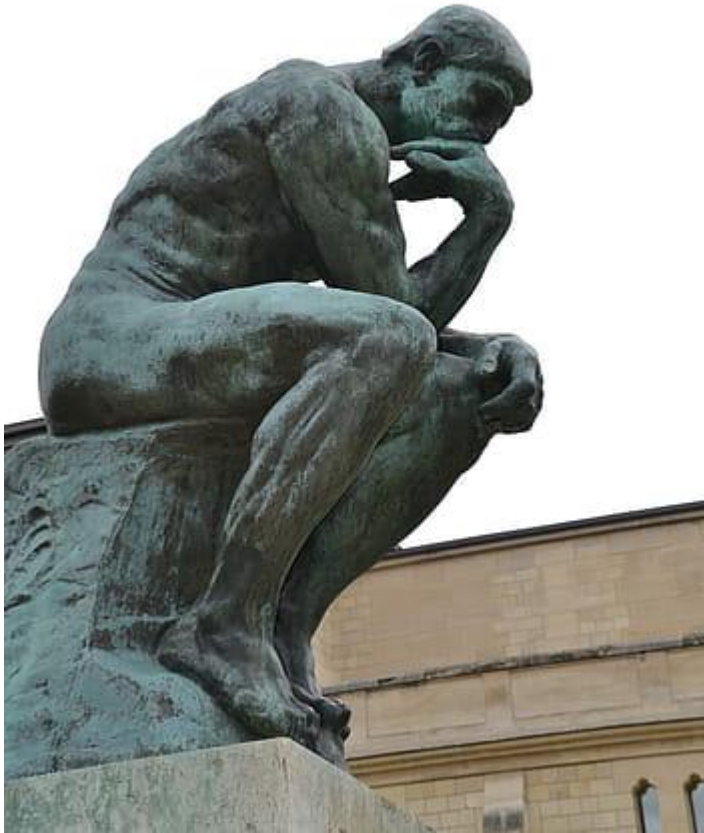
- Google resources for inclusive statements (Independent)
 - Inclusive syllabus policies
 - Accommodations syllabus statements
 - Self-care syllabus statements
- Breakout Groups
 - Discuss what you've found
 - Choose two or three to share with the group

We will place these in our shared materials for the workshop participants



Breakout Groups

Report Back



Workshop Reflection

- What's the next step for you?
- How has this session or the topics for upcoming sessions encouraged you to reflect on your teaching persona?
- How will this transfer into your classroom or change your classroom practices?
- How has the COVID-19 pandemic changed the way you think about student struggles or your approach to those struggles in your classroom?



- Survey
- Friday, October 8: Eliminate Jargon and Create a Warm Tone
- Friday, November 12: Formatting and Organizing Your Syllabus