**Faculty Institute**

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**First Generation and Low-Income Students: Faculty Sensitivity and Support**

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**Economic Barriers Faculty Support Strategies**

\*Lack of money \*when possible, help students identify on-campus

\*Having to work for pay (affects involvement in work opportunities

life) \*permit students to use older text editions

\*Not having a car \*offering additional extra credit opportunities that

\*Living off campus (family responsibilities, may don’t require returning to campus in evening or on

have children, partners, etc.) weekends.

\*Needing a paid internship (to compensate for lost \*avoiding expectations/assumptions of student

wages at paid job) including that they:

\*Needing to contribute to family finances -have personal transportation for field trips) \*Inability to afford social events with student peers meetings for group work, etc.

\*Family housing issues (eviction, foreclosure, -can pay fees for field trips and other related homelessness, doubling-up, etc.) course expenses.

\*Paying for food & meal plans (esp. during -are available to be on-campus during non

breaks and summer) scheduled class times.

\*Where to live, work, eat during summer & breaks \*Keeping food in office.

\*Internet access/computer programs/no computer \*Advocate for summer/break campus paid work

\*Buying books, etc. for classes \*Faculty can order extra books for student use

\*No money for applications \*Use open source resources, when possible

\*Graduation expenses/senior week \*Have college buy texts for library reserve

\*Inability to study abroad \*Help students find cheaper books, get waivers,

\*Scholarship requirements to maintain GPA talk to financial aid for students

\*No budget for basic needs \*Make sure that resources we require students to

\*No health insurance/can’t afford it buy are essential and used in class

\*Paying for transportation if commuting \*Arrange groups & other out-of-class activities

\*Paying expensive parking permit fee to match students with similar schedules

\*Financial holds affect registration \*Offer alternatives to group work, etc.

\*Family commitments pull from school \*Be flexible about due dates when students have

\*No safety net/emergency fund work and other obligations that interfere

\*Affordable child care (if parent or if parents need \*Find ways for students to disclose their financial

students to provide it to siblings) & other special circumstances in confidential

\*MTEL costs & non-stigmatizing ways

\*Professional attire for student teaching/internships

**Social Barriers Faculty Support Strategies**

\*Negotiating financial aid \*Checking in with students, especially advisees.

\*Negotiating Health Services \*Brokering and attending meetings with students.

\*Negotiating with the Business Office \*Being accessible to learning about student

\*Self-Advocacy (don’t know how to ask for help) challenges and engaging in advocacy

\*Negotiation with administration & others in \*Providing information, support, and coaching, networking

positions of authority \*Holistic advising (getting to know the whole

\*Understanding college (first generation students student).

often lack useful information and have no guides \*Learn and share where the supportive places on to understanding the processes campus are (ASC, Y-Club)

\*How to develop networks & gain information \*Personal contact and providing orientation.

related to career exploration/development. \*Advocating for SC to offer specific NSO \*Explain what office hours and other processes are

\*Making friends (less time/money to socialize) for and about.

\*Segregated from other students/performance \*Send clear message of openness and invitation

\*Fewer professional connections for students to visit and talk.

\* Fewer on-line interactions (less access to tech.) \*Obtain, and keep handy, on and off campus resources that might be useful.

\*Provide opportunities to participate outside class

\*Create first generation/low income student group

**Cultural Barriers Faculty Support Strategies**

\*Academic factors include: \*Assure students that all questions are valid.

-Coming from low-expectation schools \*Don’t make assumptions about student

-Reduced vocabulary (new words, jargon, etc.) backgrounds or what they know or don’t know.

\*Affirm student motivation for mobility.

-May lack effective habits of learning \*Highlight that privilege exists and factors into

-Academic skills focused on test taking & student experience, performance, and outcomes.

memorization (attended schools focused on \*Offer extra help that is specific, clear & affirming

following directions, not creative, critical & analytical \*Be available to meet with students & spend time

thinking). helping them

-Lack of experience engaging in academic discourse. \*Build general academic information into class

-Lack of confidence in themselves as students (belief (syllabus, first day overviews, etc.)

that they are “not smart” & not deserving). \*In class cover poverty & inequality in ways that

-Lack of normative knowledge as a result of limited acknowledge the realities of lower income

life experiences (esp. re: middle class) students and reduce class biases of all students.

-Limited self-advocacy skills \*Have high expectations with supports so that \*Negotiating class & race assumptions of other people students can succeed.

at college (society, especially public schools, are \*Provide scaffolding for student work by

segregated by both) offering: clear expectations, well-designed

\*Feeling like “a fish out of water”, self-conscious assignments, rubrics provided ahead of time, around perceived differences from other students revision opportunities

\*On the surface, SC has a homogenous campus \*Acknowledge background differences and how

culture – students from middle and upper classes they affect student experience.

\*Politeness and niceness norms may make campus \*Don’t blame students for factors outside their community members seem “fake” or inauthentic control

\*Class prejudice, discrimination, and stigma – \*Explain terms and cultural experiences

result in desire/need to “pass” \*Tell students when they’re “brilliant”

\*Acknowledge their challenges as real

**For advisors:**

\*Set realistic and high goals

\*Be a mentor

\*Help students make connections

\*Be curious, let students teach us