

IUPUI  
**Indianapolis Faculty Council (IFC)**  
**Minutes**  
**January 8, 2019 ~ Campus Center 450B ~ 3-5 p.m.**

**Faculty and Guests Present:** Lisa Angermeier, Marta Anton, Leslie Ashburn-Nardo, Simon Atkinson, James Ballard, Tina Baich, Teresa Bell, Ed Berbari, Nicolas Berbari, Ashay Bhatwadekar, Brenda Blacklock, Bonnie Blazer-Yost, Stephen Boehm, Ben Boukai, Boyd Bradshaw, Herbert Brant, Tim Corson, Theodore Cummins, Jerry Daday, Tamara Davis, Cornelis De Waal, Brian Dixon, Kimberly Donahue, Greg Druschel, Jerome Dumortier, Adam Eckerd, Vance Farrow, Sasha Fedorikhin, Pat Fox, Amanda Friesen, Aaron Ganci, Gina Gibau, Philip Goff, Steve Haug, Brittney-Shea Herbert, Deborah Herold, Catherine Herrold, Krista Hoffmann-Longtin, Ann Holmes, Mark Ippolito, Tamra Jackson, Sarath Janga, Kathy Johnson, Benjamin Keele, Keith NiCole, Daniella Kostroun, Sarah Koskie, Alexey Kuznetsov, Matthew Landman, Lei Li, Katharine Macy, Troy Markel, Kathy Marrs, Brenden Maxcy, Lindsey Mayo, Marc Mendonca, Cullen Merritt, Willie Miller, Robert Minto, Gwendolyn Morrison, Miriam Murphy, Jennifer Nelson, Jere Odell, Amir Pasic, Nasser Paydar, Tod Perry, Celeste Phillips-Salimi, Lynn Pike, Gina Pleshkan, Ted Polley, Karen Pollok (alt: Melissa Fishel), William Potter, Daniel Ramras, Robert Rebein, Nila Reimer, Simon Rhodes, Mary Beth Riner, David Russomanno, Jim Scheurich, Deborah Stiffler, Peggy Stockdale, Thomas Stucky, Rosa Tezanos-Pinto, George Towers, Matthew Turner, John Watson, Jeff Watt, Rachel Wheeler, Angela White (alt: Stephen Towne), Craig Willey, Jeremy Wilson, Robert Yost, and Xinna Zhang

**Members Absent:** Rafat Abonour, Peter Altenburger, Rachel Applegate, Rafael Bahamonde, Kristy Beach, Anne Belcher, Brian Brewer, Krista Brucker, Dwight Burlingame, Anna Carmon, Ken Carow, Subir Chakrabarti, Ellen Chernoff, Amber Comer, Elaine Cooney, Andrea Copeland, Jeff Dean, Mary De Groot, Susan DeMaine, Alexander Dent, Lisa DesNoyers, Erin Foster, Stephen Fox, Patrick Gerety, Jay Gladden, Nan Goggin, Charles Goodlett, Jeff Gruenewald, Ray Haberski, Eileen Hacker, Paul Halverson, Randall Halverson, Jay Hess, Reinhold Hill, Matthew Holley, Andy Klein, Joan Kowolik, Debomoy Lahiri, Kathy Lay, Jessica Lee, Jesse Perez Mendez, Kyle Minor, Bethany Neal-Beliveau, Robin Newhouse, Mathew Palakal, Kristi Palmer, Megan Palmer, Shahid Parvez, Hanxiang Peng, Mike Pitts, Stephen Randall, Hongxia Ren, Eva Roberts, Ron Sandwina, Stephanie Savage, Jon Schild, Kristina Sheeler, Ross Silverman, Jodi Smith, Armando Soto-Rojas, Syk Sotto, Mythily Srinivasan, Jennifer Thorington Springer, Beth Townsend, Ruben Vidal, Lixin Wang, Kim White-Mills, John Williams Jr., L. Jack Windsor, Andrew Winship, Crystal Walcott, Samantha Yeap, Ben Zarzaur, and Teresa Zimmers

**Agenda Item I: Welcome and Call to Order**

IUPUI Faculty Council Vice President Jeff Watt called the meeting to order at 3:03 p.m.

**Agenda Item II: Adoption of the Agenda as the Order of Business for the Day**

The Agenda was adopted as the Order of Business for the Day.

Watt noted the following agenda items:

- Agenda Item IX: Exploring Possibilities for the Third Tier Lecturer Rank, a discussion item, is going to be the main point of business for the day.
- Agenda Item XIII: There will be no report from the Staff Council.

**Agenda Item III: [Action Item] Approval of the Minutes of the December 4, 2018, Meeting**

The minutes of the December 4, 2018, meeting were approved and entered into the record.

**Agenda Item IV: Updates/Remarks from the Chancellor**

Nasser Paydar, Indiana University Executive Vice President and Chancellor of IUPUI

[Circular 2019-01](#): Campus Statement on the Role of the Liberal Arts

Paydar reported on the following:

- Paydar wished everyone a happy new year. The head count for the start of the semester is complete and credit hours were up. The average number of schools were up. The School of Liberal Arts is one of the schools that are down in enrollment. Paydar noted that an explanation of this could be that there are misconceptions that a liberal arts degree does not have a return-on-invest—but this is not true. He invited Kathy Johnson, executive vice chancellor and chief academic officer, to speak on to this for further discussion and introduction of the circular; appended to the minutes.
- Johnson thanked colleagues in the School of Liberal Arts for working to create a plan to increase enrollment. Johnson devoted an Academic Deans meeting to this topic to help deans understand what the challenges are. They analyzed campus and state national factors that play a role in the challenges. Deans were given readings on the national importance of liberal arts. Johnson hopes there is a shift in this issue from a liberal arts problem to a campus problem. Johnson read the statement. The statement is in an attempt to summarize the discussion and is a living document that could be added to as time goes on. Johnson would like to look into barriers that prevents students from double-majoring or double-minoring. Johnson asks faculty members to think flexibly and creatively on these issues.

Miriam Murphy made a motion for the IFC to endorse the Campus Statement on the Role of the Liberal Arts. A second was given. There was no discussion. A vote was taken and passed unanimously.

- Paydar gave an update on executive searches. Four candidates for the dean of the School of Dentistry are coming to IUPUI at the end of January. The search for founding dean of the School of Health and Human Sciences continues with off-site and on-site interviews in late January and early February. The search for a dean of University Library will continue with off-site interviews late February and early March. Offers should be ready to be made by May for a vice chancellor for international affairs.
- The Indianapolis underground tunnel project has arrived at IUPUI. This will be finished at the end of January. Ground will break for the new ETS building soon. A sports district has been approved by the Indiana University Board of Trustees and will be built between the Herron School of Art + Design and the NCAA museum. Once there is funding, this project will begin.
- January 24 is the Birthday Bash for IUPUI's 50th Anniversary. Activities will take place all day including a report to the community with over 500 people expected to attend, including Indianapolis mayors and past IU presidents.

#### **Agenda Item V: Updates / Remarks from the IFC President**

John Watson, President, IUPUI Faculty Council

Watson reported on the following:

- The Indiana University Board of Trustees met on the Kokomo campus on December 6 and 7, 2018. Facility updates and the new sports district were included in these conversations. There was also information shared about the courtyard renovations at Hine Hall, to create inviting outdoor spaces. There will be a central green space, tree canopy, and the benches will be made of reclaimed cedar. Emily Springston, director of the Office of Institutional Equity, gave an update on Title IX—they are trying to read 150 pages of rules from the Department of Education and these will impact our university. Andy Klein, dean of the McKinney School of Law, spoke about school at the meeting.

#### **Agenda Item VI: [Information Item] An Investigation of IUPUI Student Financial Barriers**

Michele Hansen, Assistant Vice Chancellor of Institutional Research and Decision Support

Marvin Smith, Executive Director of Student Financial Services

Hansen and Smith spoke to the appended presentation.

## **Agenda Item VII: Call for IFC or UFC Standing Committee Reports**

Library Affairs Committee (Brian Dixon, Chair)

Dixon reported on the following:

- IUPUI has a terrific library. The University Library consists of hard-working, dedicated library staff who support the work of the faculty as well as our students.
- Currently the University Library is without a dean as Dean Lewis retired in April. There is an ongoing search for a new dean. It is anticipated that a new dean will be selected by summer.
- Renovations of the University Library to expand student work and study space on the third and fourth floors are now complete.
- Last year, Dixon reported on financial challenges that the University Library faced and concerns from faculty that targeted cuts in resources might have negative consequences for some schools and departments. In response, the IFC Executive Committee formed a special committee that met in the spring and delivered recommendations to Dr. Kathy Johnson at the end of May. The committee is tracking these recommendations, and they are providing advice and input to the interim dean on short term items that can be implemented before a new dean is selected.
  - The projected cuts ended up being somewhat lower than anticipated in science, although individual journal subscriptions for several titles have now been terminated with the back issues archived for access.
- The University Library is currently piloting a “Books on Demand” service with the School of Nursing, the history department, and the School of Social Work. Instead of the University Library automatically ordering books for the library that fit a profile, metadata about those books are made available to the faculty. When a faculty member wants a hard copy or e-book format, they can order it through the IU Catalog. The e-book formats are available immediately and hard copies arrive within a couple of days.
  - Quantitative analysis thus far reveals much lower rate of spending resource budget, allowing it to be spent on items that will be used.
  - While the quantitative data looks promising, the committee feels that a qualitative analysis to gather feedback from faculty would be wise. This feedback would be important to consider as the University Library expands the initiative.
- The committee is continuing to monitor progress of the IUPUI Open Access policy. IUPUI continues to lead the nation in terms of Open Access adoption.
  - 70% of IUPUI authored articles are in institutional repository (IUPUI ScholarWorks).
  - Kudos to Jere Odell and his team for leading Open Access efforts at IUPUI

## **Agenda Item VIII: Motion to Suspend Rules for Discussion**

Jeff Watt, Vice President, IUPUI Faculty Council

Watt summarized the IFC policy that says only IFC members may speak during discussions. Watt asked for a motion so that any guest may speak at the meeting. A motion was made and seconded. The motion passed unanimously.

## **Agenda Item IX: [Discussion Item] Exploring Possibilities for the Third Tier Lecturer Rank**

John Watson, President, IUPUI Faculty Council

Jeff Watt, Vice President, IUPUI Faculty Council

Watt introduced the recent history of the topic of the third tier lecturer track. A vote was taken by the IFC at the end of 2018 that showed IUPUI is in favor of the third tier lecturer rank. There is now a University Faculty Council (UFC) committee devoted to this topic. Eventually, this will come back to each campus

for a vote. Watson informed the council that the UFC committee has met once regarding this and a few things were agreed upon at the time; the third tier will exist for the lecturer track and the new rank will be added to the top. The committee consists of nine members; three each from IU Bloomington, IUPUI, and the regional campuses. The members from IUPUI are John Watson (chair), Robert Yost, and Rachel Applegate. A survey will be sent to all IU faculty soon.

#### Questions / Comments

- Peggy Stockdale, IFC member, asked what the task force is looking into in regard to terminal degree requirements for these ranks. Will IUPUI be able to preserve that we do not have the up-and-out policy for lecturers? How will this effect and improve upon salaries for lecturers?
  - Watson answered, the up-and-out policy is officially a Bloomington campus policy. The language is not at the university level and there have not been conversations that this needs to be brought to IUPUI. In response to the terminal degree question, the task force does not feel obligated to set these types of standards. However, there was a split view on whether or not the terminal degree should be a requirement. In response to the question of whether salaries will be improved, Watson stated that the task force will not have control over that. However, this could become an issue. Part of the motivation behind adding the third-tier rank was to allow for the opportunity of a second promotion, including a raise. Some schools may not have the financial resources to pull this off so this is an issue that does need to be considered.
- Ed Berbari, IFC member, asked what would be the expectations for promotion in this new rank. For most individuals in the lecturer ranks (some with terminal degrees and some without), the title of “lecturer” inhibits funding agencies from wanting to provide resources for academic work, which is expected for promotion. For example, Berbari recalls that lecturers are not able to apply for an NSF grant—which is often for curricular development. This would make things difficult for lecturers in their current ranking. Berbari noted that he is in favor of exploring professorial ranks similarly to the non-tenure-track research ranks. Having this new rank without the resources supporting it (there are no start-up packages for lecturers, nor in-house grants for curricular development, etc.) would not make sense. Before this moves forward, there should be clear expectations for promotion to this upper rank.
  - Watson commented that the task force was united in that it is not their place to be setting the standards for promotion to this rank. It is up to the campuses and the units to make these decisions.
- Brenda Blacklock, IFC member, asked what has happened so far with the idea of a third track called the teaching professor?
  - Watson answered that the teaching professor track was discussed and that some members are strongly in favor of it, and there was not much opposition. However, there is an opposition on the Bloomington campus by the people who are in the professorial rank. Many favor this teaching professor title and this could be a consideration.
  - Blacklock asked if Watson was able to clarify if he was in favor of this third track and using the teaching professor titles to identify it. Watson answered that it is unlikely that the teaching professor track would be in addition to the lecturer track. However, if this were to work, it would happen in the manner of changing the titles to teaching professor ranks.
- Simon Atkinson, IFC member, commented that he is concerned that this proposal will fail in the same manner it did when this topic came up originally at the UFC several years ago. The issue was that no one was able to articulate why this third tier was necessary and that the recognition could exist through a salary raise. Atkinson stated that because of the vague language in this proposal, the same issue could resurface. Atkinson asked those involved in this process to be sure to address what will be distinctive in this new rank, beyond getting more money.

- Tom Stucky, IFC member, commented that he is in favor of fostering professional growth. Is there any sense of the national picture of this? Stucky asks because the national picture can provide guidance in this process, in terms of what others are doing, as well as how a position can be created that someone could exit if they decide to transition to another university.
  - Watson answered that the Faculty Affairs Committee looked at this topic and has seen that this change is common, in terms of shifting from two tiers. For example, creating a third tier or changing the title. Big 10, Ivy League, and other big universities are moving in this direction.
  - Robert Yost commented that some universities have gone a step further in that the non-tenure-track faculty members are responsible for promoting tenure-track faculty members.
- Greg Druschel, IFC member, asked what the difference is between this third tier track and someone who is pursuing excellence in teaching for professorship.
  - Watson answered that the professorial track is a tenured position.
  - Watt stated that in the tenure-track, a faculty member must meet excellence in one area and satisfactory in two other areas; and for the lecturer, they are required to go up for excellence in teaching and satisfactory in service.
  - Bloomington favors a model where the third track would need to show evidence in other areas that are not necessarily in instruction, like pedagogy.
- Robert Rebein, IFC member, commented that the details, such as the naming of the rank, should not keep the university from moving forward with this. In the School of Liberal Arts, a lot of lecturers are able to reach the top of promotion within five years and this does not allow for time to grow professionally. Moving forward with a third tier rank would incentivize them to stay and grow with IUPUI over a long period of time. The two most important things are to have paths of professional development for lecturers and that there are incentives to obtain excellence in teaching.
- Anne Holmes, IFC member, asks those involved to consider that some schools of have faculty positions with promotion requirements that, in theory, are similar to what is being discussed for promotional requirement considerations for this new rank. This would create an issue with schools offering two different faculty positions, with similar qualifications and requirements.

**Agenda Item X: Question / Answer Period**

- Jim Scheurich reminded the council that Chartwells spoke at the first meeting of the fall semester and have not returned with answers regarding questions he had asked at the time. Scheurich asked for Chartwells to present answers to these questions.
- A member asked for an update regarding reducing the speed limit on campus. Chancellor Paydar answered that it has been approved by the city county council.
  - Camy Broeker spoke to the council that there have been discussions regarding the speed limit as well as “no turns on red” on a wider area than just campus—there are concerns from the council with “no turns on red” and this will need to be discussed further at another city county council meeting.
- Robert Yost asked if we can stabilize some of the traffic procedures and environment on campus for students with disabilities. Margie Ferguson noted that this is on the radar when considering changes to campus.
- A member asked if a master plan has been created for the new athletic area on campus. Chancellor Paydar answered that the plan has been adjusted and the design has been completed and approved, but not disseminated. The biggest issue is fundraising for this, but that process has been started.

**Agenda Item XI: Unfinished Business**

There was no Unfinished Business.

**Agenda Item XII: New Business**

There was no New Business.

**Agenda Item XIII: Report from the IUPUI Staff Council**

No report was given.

**Agenda Item XIV: Final Remarks and Adjournment**

With no further business appearing, the meeting was adjourned.

Minutes prepared by Kasey Cummins, communication and administrative specialist of the Office of Academic Affairs  
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December 4, 2018

Academic Deans Group

## Campus Statement on the Role of the Liberal Arts at IUPUI

The School of Liberal Arts at IUPUI is in a financial crisis, having experienced nearly a 20% drop in student tuition and fee revenue over the past decade. Reductions in enrollment have been driven by a complex array of campus, state, and national factors that have led to significant reductions in general education credit, as well as numbers of students enrolled across most majors. This situation reflects national trends. Since 2007 the numbers of bachelor's degrees conferred by Title-IV participating 4-year institutions have dropped 15% for philosophy and religious studies, 22% for English language, literature and composition, 25% for history, and 4% for area, ethnic and civilization studies.<sup>1</sup>

At the same time, many national higher education organizations are reaffirming the critical importance that the arts, humanities and social sciences play in supporting the development of transferable skills that employers value (e.g., communication, ability to work as a member of a diverse team, critical thinking, ethical reasoning; Association of American Colleges and Universities, 2018). These benefits call for tighter integration between the major and core coursework in the liberal arts, particularly for science, technology, engineering, mathematics and medicine programs (National Academies of Sciences, Engineering, and Medicine, 2018).

Academic leaders at IUPUI reaffirm the inherent value of the arts, humanities, social sciences, sciences and mathematics as the core of any undergraduate degree program. We must ensure that undergraduate students have ample opportunities to apply and integrate their learning across their degree programs, as articulated in IUPUI's [Profiles of Learning for Undergraduate Success](#) (PLUS), and we acknowledge that the purpose of general education is to provide breadth of exposure to ideas, concepts and skills outside of the major in order to foster multiple "ways of knowing" among our students. We champion liberal education as an opportunity to balance specialized, practical education with a general liberal education that can foster transferable skills (highly valued by employers), as well as contribute to an enlightened, engaged citizenry and a well-functioning democracy

The financial crisis of the School of Liberal Arts cannot be addressed entirely from within the school, given the array of external forces that have contributed to reductions in enrollment. Academic leaders are called upon from across all schools conferring undergraduate degrees to collectively address this issue through creative strategizing, particularly with respect to elective credits available within degree programs.

Specific suggestions include:

- Expansion of the LAMP program available at [IUPUI](#) and [Bloomington](#) to include other professional programs
- Revising curricula to create more opportunities for double majors across schools and accelerated (4 + 1) degrees involving the arts, humanities and social sciences

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<sup>1</sup> Schneider, M., & Sigelman, M. (2018). Saving the Liberal Arts: Making the bachelor's degree a better path to labor market success. Burning Glass Technologies. <https://www.burning-glass.com/wp-content/uploads/Saving-the-Liberal-Arts.pdf>

- Expand the Dual Degree Program developed to provide Butler University students the opportunity to earn an engineering degree to include IUPUI students pursuing majors in the liberal arts
- Support outreach to high schools to provide stronger pipelines to advanced coursework in the arts, humanities and social sciences
- Strengthen the marketing and branding associated with the promotion of liberal arts to undergraduate students, prospective students and their parents
- Redesign liberal arts courses, when possible, to clarify applications to professional contexts (e.g., social work, engineering, business)
- Develop interdisciplinary certificates and minors that include coursework in the liberal arts
- Strongly encourage students in professional programs to complete a minor related to the liberal arts in order to enhance the value of their degree

Recommended Reading for School Curriculum Committees and IUPUI Undergraduate Affairs Committee:

- [The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education: Branches from the Same Tree](#) (2018, National Academies Press).
- [Fulfilling the American Dream: Liberal Education and the Future of Work](#) (July 2018; AAC&U)
- Robot Ready: Human Skills for the Future of Work (2018, Srada: <https://www.economicmodeling.com/robot-ready/> )





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

Marvin Smith, Executive Director of Student Financial Services

## **An Investigation of IUPUI Student Financial Barriers**

IUPUI Faculty Council  
January 8, 2019

IUPUI

## **By the Numbers: Understanding IUPUI Student Financial Barriers**

## Definition of Unmet Financial Need

The National Common Data Set provides a framework for calculating a student's academic year financial need that is "met" by different sources of financial support. **Unmet Need** is the portion of a student's academic year financial need that exceeds these forms of financial support.

### Calculation Example

#### Cost of Attendance (COA)

1. Tuition/fees, housing/meals, books/supplies, travel, and personal expenses = \$24,000

#### Expected Family Contribution (EFC)

1. A FAFSA-driven expectation of family financial support - \$10,000

#### Gift Aid

1. Scholarships, grants, etc. from federal, state, IUPUI, and private sources - \$1,000

#### Self-Help Aid

1. Subsidized federal loans and federal work study earnings - \$8,000

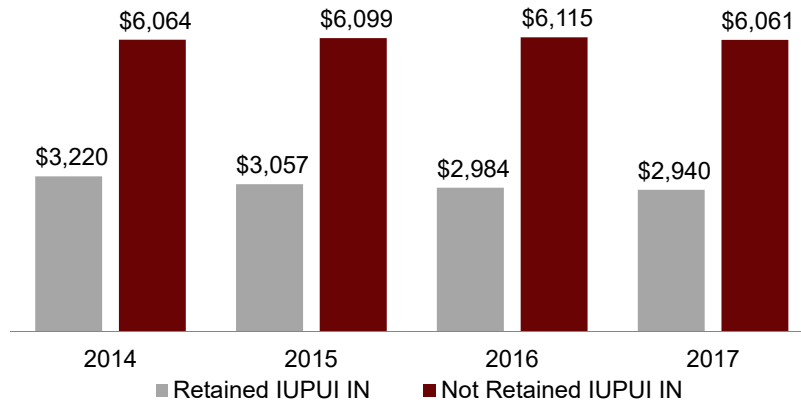
Difference is **Unmet Need** = \$5,000\*

\* Students must take out unsubsidized loans, private loans, or work to support unmet need



## Annual Unmet Financial Need and One-Year Retention First-Time Beginners

Total Unmet Financial Need Academic Year  
Common Dataset Definition




Retained and Not Retained Ns (2014=2123;1000), (2015=2183; 948), (2016=2319; 997), (2017=2270; 1086)




<b>Unmet Financial Need Fall Semester Fall 2017 IUPUI Indianapolis Beginners</b>	<b>N</b>	<b>Retention Rate at IUPUI</b>
No FAFSA on file	395	68%
No Unmet Financial Need (FAFSA on file)	1,262	75%
\$1 to \$1000 Unmet Need	230	76%
\$1001 to \$2000 Unmet Need	169	72%
\$2001 to \$3000 Unmet Need	174	74%
\$3001 to \$4000 Unmet Need	186	68%
\$4001 to \$5000 Unmet Need	217	72%
\$5001 to \$6000 Unmet Need	174	68%
\$6001 to \$7000 Unmet Need	127	73%
\$7001 to \$8000 Unmet Need	106	71%
\$8001 to \$9000 Unmet Need	117	56%
\$9001 to \$10,000 Unmet Need	85	64%
More Than \$10,000 Unmet Need	578	40%
<b>Grand Total</b>	<b>3,820</b>	<b>67%</b>

**\* 1,013 beginners with unmet need > \$6K**

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<b>Unmet Financial Need Academic Year Fall 2017 IUPUI Indianapolis</b>	<b>N</b>	<b>% of All</b>
No FAFSA on file	4158	21%
No Unmet Financial Need (FAFSA on file)	5069	26%
\$1 to \$1000 Unmet Need	948	5%
\$1001 to \$2000 Unmet Need	727	4%
\$2001 to \$3000 Unmet Need	682	4%
\$3001 to \$4000 Unmet Need	758	4%
\$4001 to \$5000 Unmet Need	849	4%
\$5001 to \$6000 Unmet Need	704	4%
\$6001 to \$7000 Unmet Need	772	4%
\$7001 to \$8000 Unmet Need	616	3%
\$8001 to \$9000 Unmet Need	642	3%
\$9001 to \$10,000 Unmet Need	479	2%
More Than \$10,000 Unmet Need	3067	16%
<b>Grand Total</b>	<b>19471</b>	<b>100%</b>

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# Financial Barriers to Success: Understanding Students' Experiences

(full report posted [https://irlds.iupui.edu/under Students – Student Surveys](https://irlds.iupui.edu/under%20Students%20-%20Student%20Surveys))

## 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.
- Gathered information from a broad representation of under-resourced undergraduate students at IUPUI.
- Conducted a series of six focus groups and subsequently administered an online Qualtrics-based survey to under-resourced students.
- Results were content analyzed to identify major themes.
- Major themes were supported by actual examples of students' statements.
- Methodology allowed for a trustworthy representation of students' experiences while at IUPUI.
- Trained members of the Office of Institutional Research and Decision Support (IRDS) and Division of Student Affairs facilitated the student focus groups. The same protocol was used for the online survey instrument and the focus groups. The study was IRB approved # 1807459185.
- Students were entered into a drawing to win one of four \$100 Amazon gift cards as an incentive for participating.



## Participants

- 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%



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## 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).



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## 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."
- "Definitely financial. I don't feel like the school caters to older students very well."
- "I pay outstate tuition so that is a strain on my family and me."
- "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. Um, or try to get together with somebody that's in the class, but sometimes that uh 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."



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## 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."



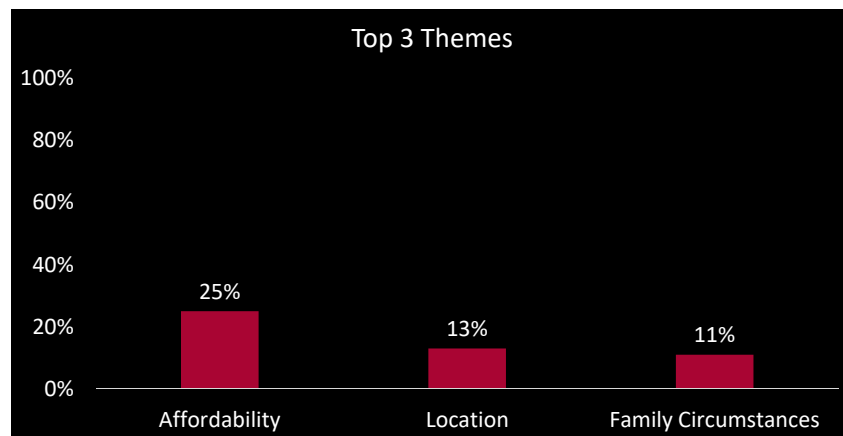
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## Affordable Housing

- “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/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

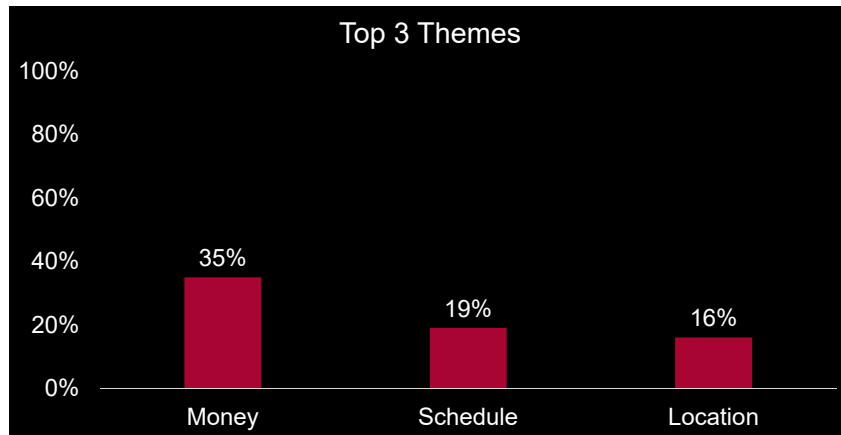
- “I stayed off campus because I already had a job that was close to home and did not see the point in getting a job around here.”
- “Hourly pay rate is increased by 2 fold off campus.”
- “My off-campus job allows me to work more abundant and flexible hours than my on-campus job.”

### 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

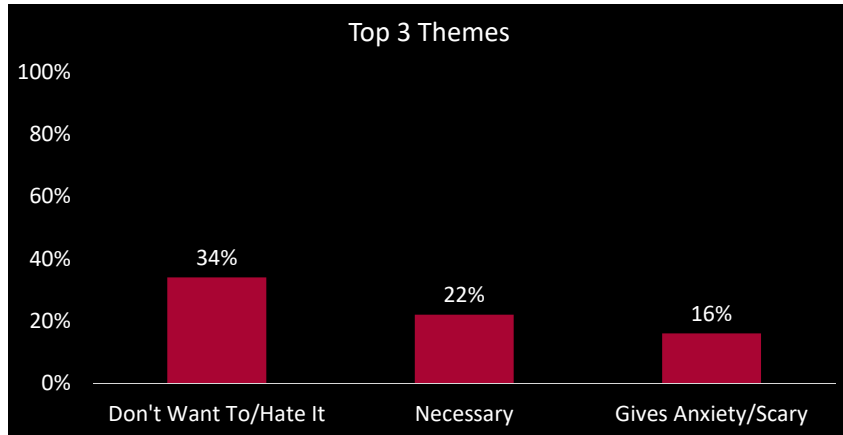


## Debt/Loan Aversion

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 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



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## Ten Recommendations from Student Experience Council Financial Strategies Taskforce



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## Regarding Cost Issues...

1. Tuition and Fees: Offer more flexible payment plan options and evaluate the assessment of extra fees that may unfairly penalize under resourced students
2. Housing and Meals: Explore more affordable campus housing strategies and consider ways to make campus food plans more affordable and tiered
3. Books and Supplies: Promote ways to lower the costs of textbooks through Open Education Resources (OER)
4. Transportation: Consider whether the costs of student parking could be reduced or tiered and take a new look at public transportation infrastructure



## Regarding Resource Issues...

5. Devote more resources to need-based scholarships and grants
6. Devote more resources for emergency situations (food, shelter, basic needs)
7. Consider ways to offer students higher pay for on-campus jobs



## Regarding Financial Education...

8. Develop more intrusive, early, and ongoing financial education planning and communication
9. Improve financial education efforts before enrollment, noting that low income nonresident students are a special time consuming concern
10. Expand the services of the student advocate's office to connect needy students with available IUPUI and community resources



## Build on Strengths

- It is positive that IUPUI offers many opportunities for students to develop community via peer mentoring programs, student clubs and organizations, and that many scholarship programs have a community component that helps students feel a sense of belonging to IUPUI, other students, and staff/ faculty members.
- Many nontraditional students derive sense of community from classroom settings; instructors should consider this fact and develop opportunities for students to engage with one another and interact.
- IUPUI has dedicated and caring faculty and staff that want to focus on the success of under-resourced students



**Questions, Feedback, Ideas**

