Understanding "Nontraditional" Student Experiences in and out of U-M Classrooms

Inclusive Teaching at Michigan Series
May 10, 2017

Center for the Education of Women
LS&A Comprehensive Studies Program
U-M Student Veterans Association
U-M Collegiate Recovery Program
Center for Research on Learning and Teaching

Kirsten Elling
Harold Waters
Eric Fretz
Matt Statman
Tazin Daniels
Use the hashtag #inclusiveteaching to tweet about this session. Please be mindful about attaching names to quotes or ideas out of context. Don’t forget to add the session sticker to the back of your notebook!
Session Goals

1. Explore what it means to be a “non-traditional” student at the University of Michigan.
2. Discuss how non-traditional experiences in and out of the classroom can impact student learning.
3. Develop strategies for instructors to support non-traditional students in their courses through inclusive course design and instruction.
4. Learn about the resources available on campus to support students with non-traditional backgrounds and experiences.
Our Panelists

Kirsten Elling, Center for the Education of Women

Harold Waters, Comprehensive Studies Program

Eric Fretz, Student Veterans Association

Matt Statman, Collegiate Recovery Program
Overview of Nontraditional Student Experiences at U-M
Pre-Survey Participants for CEW Nontraditional Focus Groups

- Older Student: 39
- Person of Color: 38
- Commuter: 35
- 1st Gen: 32
- Caregiver: 24
- Disabled: 23
- Transfer: 21
- Low SES: 20
- LGBTQ: 14
- From Single Parent Home: 12
- Employed Fulltime: 11
- Educational Stopout: 8
- Marital Status: 7
- Religious Minority: 6
- Veteran: 6
- International: 5
- Multiracial: 5
- Foster Care Participant: 4
- Gender Minority in Field: 4
- Part-time: 4
- Recovering from Drug Abuse: 4
- Dual Degree Seeker: 3
- Victim of Sexual/Domestic Abuse: 2
- Coming from Intl Experience: 1
- Immigrant: 1
- Teen Mom: 1

# of Students
Number of NT Markers Claimed by Students in Focus Groups

<table>
<thead>
<tr>
<th># of NT Markers</th>
<th># of Students</th>
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<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
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<td>3</td>
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<td>9</td>
<td>2</td>
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<td>10</td>
<td>2</td>
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Defining Nontraditional at U-M

• Intersectionality
• “Nontraditional” defined in relation to “Traditional” UM Students
• “Nontraditional” includes both graduate and undergraduate students
• STEM fields
Who are the nontraditional students at U-M Ann Arbor?

- Older students
- Students of color
- Commuters from outside A2 area
- First generation
- Caregivers
- Transfers
- Low SES (majority of undergraduate U-M students have family income of over $150k)
- Employed F-T
- Enrolled P-T (97% of U-M undergraduate students enrolled F-T)
- Married
- Veterans
Harold Waters
U-M Comprehensive Studies Program
CSP Mission Statement

Established in 1983, the Comprehensive Studies Program is a community of scholars organized around the principles of diversity, access, equity and inclusion. Together we promote academic excellence and personal growth/wellness for students within the community and the University at large.
CSP Ethnicity Data

<table>
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<tr>
<th>Ethnicity</th>
<th>Number of Students</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Caucasian/White</td>
<td>1027</td>
<td>37.6</td>
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<tr>
<td>African American/ Black</td>
<td>813</td>
<td>29.8</td>
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<tr>
<td>Latino/a</td>
<td>433</td>
<td>15.9</td>
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<tr>
<td>Asian American</td>
<td>206</td>
<td>7.5</td>
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<tr>
<td>Two or more (URM)</td>
<td>159</td>
<td>5.8</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>76</td>
<td>2.8</td>
</tr>
<tr>
<td>Native American</td>
<td>14</td>
<td>0.5</td>
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<td>Hawaiian American</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>2731</td>
<td>100.00</td>
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Student Veterans

Issues / Misconceptions

About 300 on campus. (50% undergrad, Ross, Law, ~50 SVA affiliated)


Some “out” and some are not. (complex, don’t salient)

Most feel old, poor, and misunderstood/alone.

PTS vs PTG. (Impostor Syndrome. Help-seeking. Moral Injury)

Overlap a LOT with other groups here…

(transfer, married, kids, older, commute, students of color, first generation...)
Student Veterans

Strengths / Solutions

Growing numbers (ratings, WSP, institutional support)

Maturity & Clarity (Group older, Micro-aggressions)

G.I. Bill ($ disparity, stress)

Explicit statement of support (class, syllabus?)

Assume Resiliency (not Deficit Model /Damage!)

Encourage Affiliation

Resources

Office of Veteran & Military Services pnlarson@umich.edu

Student Veterans Association (orient, PAVE, trek, dinner, service)

IAVA.org (and local Vet Orgs)

CAPS and CEW and VA (other groups, etc)

1-800-MICH-VET (MVAA info hotline)

VCAT9 ebfretz@umich.edu
U-M Collegiate Recovery Program (CRP)

CRP provides holistic, tailored support to Michigan students who are in recovery from alcohol or other drug problems.

CRP is not a clinical treatment program; rather it is a recovery support service.
The CRP Students

Diversity among CRP members

Abstinence based recovery in abstinence-hostile environment

Recovery and identity

Microaggressions
Kirsten Elling
Center for the Education of Women
Center for the Education of Women (CEW)

Mission

CEW advances diversity and inclusion at U-M by serving as a resource, voice and advocate to empower women and nontraditional students. CEW provides services and financial support needed to ensure educational success and degree completion. Women and nontraditional students are CEW’s primary constituency, but all students are welcome.

Key Resources for Students

- Career & Educational Counseling
- Emergency Grants
- Research Grants
- Scholarships
- Programs
## Student Data, Fall 2016

<table>
<thead>
<tr>
<th></th>
<th>CEW Participants</th>
<th>U-M Undergraduates</th>
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<tbody>
<tr>
<td>Underrepresented Minority</td>
<td>61.6%</td>
<td>12.3%</td>
</tr>
<tr>
<td>First Generation</td>
<td>47.9%</td>
<td>12%</td>
</tr>
<tr>
<td>Parents</td>
<td>17.1%</td>
<td>???</td>
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