1) Call to order

The meeting was called to order at 1:30 p.m.

2) Review of the minutes from February 13th, 2018

The minutes from February 13th, 2018 were approved as amended.

3) Student Veteran’s Affairs—Samantha Powers, Student Veteran Life

Samantha Powers (Director of Student Veteran Life) was present to inform the council on the services and programs provided by UW Student Veteran Life (SVL). She presented three handouts as part of her presentation (Exhibit 1) (Exhibit 2) (Exhibit 3).

Overview

Student Veteran Life was established in 2015 as a unit for student veterans founded by student veterans. The office can be found in the Husky Union Building room 327, while the corresponding Veteran Education Benefits Office (G.I. Bill and financial aid-oriented) is located in Schmitz Hall. It was noted the “Who We Are” handout includes information on the four primary pillars that guide the work of SVL day-to-day, including the Whole Veteran Initiative, Community Engagement, Advocacy, and Beyond the U (Exhibit 1).

Powers explained SVL coordinates a wide-ranging set of shared activities for UW student veterans throughout the academic year, from snowboarding trips to yoga sessions. The Office also offers mental health services to students by way of a full-time veteran support psychologist on the staff who is available to meet with students both for one-on-one sessions and in group settings. SVL also coordinates
annual events held on Veterans Day and Memorial Day. This year, the Memorial Day event will focus on suicide prevention.

Fall quarter 2016 data was shown relating to the UW student veteran population (Exhibit 2). There were over 3000 student veterans enrolled at the university at that time, with the average age of the population being 33, and 59% being graduate and professional students (Exhibit 2).

Powers explained SVL has a strong working relationship with Disability Resources for Students (DRS) and works to ensure veterans know about and are encouraged to use DRS as needed. Data related to UW student veteran support psychologist usage was highlighted (Exhibit 3).

Questions

A member asked if it is known why the population of student veterans at UW is higher than the national average, and why the population has many less first-generation students than the national average (Exhibit 2). Powers explained almost all of UW’s student veterans are residents of the state of Washington, many transferring in from regional community colleges. Moreover, many are graduate students. Powers agreed some of the figures are disproportionate to the national average, and SVL is making efforts to gather data to answer these questions.

A member asked about the connection and/or consultation between SVL and a similar veteran’s office at UW Tacoma. Powers explained the two offices do have a relationship, and provide support and recruiting services to each other, among other things. It was noted the UW Bothell veteran’s support office was recently opened at that campus, and SVL is working to establish a deeper connection with that office.

A member encouraged SVL to attempt to facilitate establishing relationships between student and faculty veterans.

Powers explained one of the main goals of the office is to make contact with as many UW student, staff, and faculty veterans as possible. Last year, 43% of undergraduate student veterans visited/used a service provided by SVL. Though, she explained in relation to graduate student veterans, the percentage is far lower. SVL is working on introducing itself at more events at the start of the academic year to reach as many graduate students as possible.

Members thanked Powers for presenting, and Laws noted Powers should not hesitate to contact the FCSA if there is anything the council can do to support the office.

4) Ramadan Accommodations – Navid Azodi, ASUW; Guests

Mennah El-Gammal (ASUW Middle Eastern Student Commission Director), BJ Dondoyano (ASUW Student Senator), and FCSA student member Azodi were present to discuss religious accommodations for UW students and a related ASUW Student Senate resolution (Exhibit 4).

Dondoyano explained Ramadan is a one-month holiday in which strict fasting from food and water is observed from sunrise to sunset. A student explained he observed Ramadan for the first time during the last year, and found it incredibly difficult to study and effectively take exams under the physical conditions brought on from abstaining from food and water, which eventually forced him to stop
observing the holiday. Another student member noted she stayed up until 3:30 a.m. to engage in specialized prayer as part of observing the religious holiday, and her professor agreed to give her accommodations to take the final exam scheduled for the following morning at another time. The students noted the efforts on behalf of the ASUW are meant to increase the feasibility of students being granted these types of accommodations by UW faculty. A related ASUW resolution was shown, which includes specific recommendations concerning providing accommodations to students for religious reasons (Exhibit 4).

It was noted UW Scholastic Regulations policies include general statements on faculty providing students with accommodations if they have unavoidable absences. It was noted the related question is what constitutes an “unavoidable absence,” and are religious needs included in the scope of that language.

El-Gammal explained the student resolution states students should be eligible to make up exams or other academic requirements only if they “notified the instructor within two weeks of the first day of the quarter (or within the first week of summer session and short courses) of the specific days or dates on which he or she will request relief from an examination or academic requirement” (Exhibit 4).

A member noted this topic needs to be folded into a larger initiative to help students and instructors understand best practices for accommodating student absences in relation to a variety of absence-types. He noted the student/professor interaction related to requesting and/or providing accommodations is the main point where things often go awry. He noted he sees this as one aspect of a bigger set of ideas that are making their way through the university.

Conclusion

It was noted during the current academic year, Ramadan begins in mid-May, and the students noted they would like to make progress on these issues in time for the start of the holiday in order to empower Muslim students to request accommodation from their instructors. Additional discussion revealed the FCSA would not be able to able to submit new legislation/resolutions to the Senate Executive Committee and Faculty Senate for those body’s April meetings given existing agenda deadlines.

Ultimately, the students noted they understand that the Senate and SEC meetings operate on rigid timelines. It was noted additional aspects of the initiative include demonstrating inclusivity for UW’s Muslim student population and educating the wider university that these concerns exist. Members and guests agreed a large part of the UW community do not have a deep knowledge of Ramadan nor the effect fasting can have on students. There was some discussion of developing a related Class C resolution before the end of the academic year, if timelines allow.

The guests were thanked for presenting and they left the meeting.

5) Emergency Aid Advisory Board – Kay Lewis, Office of Student Financial Aid

Kay Lewis (Assistant Vice Provost for Enrollment/Executive Director of Financial Aid, Enrollment Management) was present to update on the UW’s Emergency Aid (EA) program, which began in April 2017, when the UW Seattle joined a national effort to tackle emergency financial aid, led through the Emergency Aid Lab (supported by the Bill & Melinda Gates Foundation as part of their Postsecondary
Success program), in order to support students through financial crises. Lewis explained the UW Office of Student Financial Aid (OSFA) believes EA has been very effective in increasing the amount of students who come forward to seek university assistance in relation to difficult financial situations. A PowerPoint was shown as part of her presentation (Exhibit 5).

Information on new and continuing EA initiatives was shown in two related slides (Slide 4-5, Exhibit 5). Lewis explained many of the initiatives are designed to help students identify who they need to reach to apply for assistance, and to empower more students to contact the university if they are having financial issues. The EA Triage Team is 6-10 members in size. Currently, they anticipate adding some people to the triage system given its needs. It was noted OSFA is careful about where and how widespread EA is advertised in an attempt to not overwhelm the office. Lewis explained EA has a widget on many prominent UW student websites, and OSFA is looking into adding information on EA into the UW web tool, MyUW, to increase exposure.

Since October of 2017, EA has responded to 124 unique student cases across the three campuses, the majority of which were related to housing and food affordability issues. Over $120,000 was disbursed via grants, scholarships, loans, food security grants, and short-term loans, and 51 of 53 students continued their enrollment at the UW after seeking and being granted assistance (Slide 6, Exhibit 5).

A few sample cases were shown (Slide 7, Exhibit 5). Lewis explained OSFA does not encourage the immediate taking out of students loans for each case, but it is a feasible outcome for some of the cases wherein long-term support is needed. It was noted EA cannot grant every request for financial assistance, as the program does have budget constraints.

It was noted a considerable percentage of UW students leave the university without a diploma due to financial difficulties, and the UW is working to help those students stay to finish their education through EA and OSFA.

Lewis was thanked for presenting on the topic.

6) Chair’s Report

Enrollment Management update

Laws explained an influx of requests for “direct-to-major/college/division” admission models on behalf of UW colleges has arisen in the past few years, and has caused the university to critically consider its enrollment management strategies and policies in a variety of venues. He explained enrollment trends demonstrate a strong demand for highly capacity-constrained STEM majors on the part of new UW students. Moreover, the current UW enrollment management systems naturally favor admitting STEM-interested students over other applicants, as they tend to have better academic profiles upon application to the university. He noted high student demand has become increasingly evident for only a small subset of UW majors, though over 150 majors are offered at the institution. He noted that all these factors are contributing to a need for greater enrollment management efforts at the university. He asked members to critically consider these issues from the perspective of student affairs.

Medical Excuse Note Policy Update
Laws explained a new Medical Excuse Note Policy is in development by FCSA members in consultation with members of the Faculty Council on Academic Standards (FCAS). Some comments were made about the difficulties associated with development of such a policy. Laws explained he plans to present an update on the topic to FCAS in April.

7) Good of the order

A member brought up the practice of outside presenters attempting/requesting to use class time to make presentations to students enrolled in a course. She questioned if there are published parameters/policies for faculty accepting or rejecting requests to present to students during class times. There was some discussion. Ultimately, Laws noted this is a topic that can be considered by the FCSA and brought up in wider venues for deliberation. It was noted it is common to allow UW Registered Student Organizations (RSOs) to present for short amounts of time during a course, whereas presenters external to the university may have their requests more commonly denied.

8) Adjourn

The meeting was adjourned at 3:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: Faculty: Ann Culligan, Chris Laws (chair), Mabel Ezeonwu
Ex-officio reps: Sumire Nakamura, Carolyn Martin, Navid Azodi, Warisha Soomru
President’s designee: Lincoln Johnson
Guests: Kay Lewis, Mennah El-Gammal, BJ Dondoyano, Samantha Powers, Martha Tran

Absent: Faculty: Holly Barker, Christopher Campbell, Bruce Hevly, Jasmine Bryant
Ex-officio reps: Aileen Trilles

Exhibits

Exhibit 1 – svl_1.pdf
Exhibit 2 – svl_2.pdf
Exhibit 3 – svl_3.pdf
Exhibit 4 – Resolution in Support of the Institutionalization of Religious Accommodations at UW.pdf
Exhibit 5 – EA Update PPT 3.12.18.pdf
WHO WE ARE AND WHAT WE DO

As an organization, we make it our mission to reach our new student veterans within their first 90 days on campus. In doing so, we hope to maintain communication throughout their time here, ensuring that they leave the UW with the most positive experience possible and a diploma in hand.

Military connected students make up a large portion of the campus population. Including veterans, National Guard, reservists, active duty, and their dependents, nearly 7% of the total campus population is a member of the military community.

Veterans can be found across campus and in nearly every department. Of the 180 majors offered at UW, veterans are enrolled in 125 courses of study.

Whole Veteran Initiative

This effort offers hands-on, direct services to student veterans in an interactive way. This includes mental health therapies, art courses, and service dogs, as well as mindfulness, through yoga and meditation classes. We also focus on the body, as a measure of whole health, including outdoor recreation and rec sports teams for overall health.

Community Engagement

We are working to build a long-term community of Husky veterans through regular communications and mentorship. Through our annual events on campus, we celebrate our veterans and recognize the unique accomplishments of military veterans in their service to our country. The SVL team also works tirelessly to build relationships with internal and external constituents which allows us to maintain an evolving understanding of the veteran community both inside and outside of the UW.

Advocacy

As part of the SVL mission, we work to ensure that the unique needs of student veterans are represented in all facets of campus life. Through our advocacy, we work to ensure that student veterans are understood and supported by those who work with and educate our student veterans.

Beyond the U

This program is designed to ensure that our students leave the UW prepared for their next steps as a Husky alum. Through Beyond the U, student veterans can get information and help with find their next careers, connecting with other Husky alumni veterans, and engage with their community outside of the UW.

web: vetlife.washington.edu | email: vetlife@uw.edu | office: 206.221.0830
ONCE SERVED, ALWAYS SERVED

Student Veteran Life was established in 2016 as a unit for student veterans, founded by student veterans. Our office is home to a staff of skilled veterans who help student veterans navigate the University of Washington. From campus locations to student resources, we are able to serve student veterans at any point in their college experience, whether it be their first day on campus or their graduation day. On average, the office sees 20-30 veterans per day, a number that is continuously growing!

As such, in order to build on the strength of organic and authentic community building and effectively bridge the civilian-military divide on campus, Student Veteran Life is led by a team of experienced and diverse veterans. Having former military service members who understand the transitional needs of student veterans is paramount to our success as a unit.

Transitioning student veterans need to have access to someone who has shared their unique experiences and has successfully navigated from service in the military to service as a civilian. Our unit serves a community of scholars who have served their country and now want to advance their lives and education at the University of Washington.

OUR MISSION

The mission of Student Veteran Life is to achieve three main objectives:

- Create centralized services and programming that supports student veterans and their dependents in their academic endeavors;
- Grow and strengthen the veteran community and identity by cultivating a sense of pride in the sacrifices that student veterans have made in service to their country; and
- Represent the unique position and needs of our veteran constituents.
Who are University of Washington student veterans?

Veterans on Campus
- 716 Veterans
- 65 National Guard
- 116 Reservists
- 146 Active Duty
- 2,100 Dependents
- 3,143 Total

33 is the average age of a University of Washington student veteran.

UW Student Veterans by Age
- 18-25: 11%
- 26-30: 23%
- 31-35: 30%
- 36-40: 18%
- 41+: 15%

Student veterans were first generation college students when entering into the University of Washington. This number reflects 8% of the total student veteran population.

1,792 Student veterans have earned degrees since 2012.

3.45 The average GPA of all student veterans at the University of Washington.

*All data is based on 2016-2017 enrollment information about the University of Washington Seattle student veterans.
**The term veteran includes discharged veterans, active duty servicemembers, National Guard, and reservist. The term military-connected students includes veterans and dependents of veterans, including spouses and children.

web: vetlife.washington.edu | email: vetlife@uw.edu | office: 206.221.0830
National statistics on student veterans

Student Veteran Life uses national, state, county and local data to drive decisions regarding the services we offer and the programs we develop to support student veterans at the University of Washington. In order to understand the unique student veteran population locally, we need to understand the overall population at all of these levels both quantitatively and qualitatively. Using this data, we can then cater our programs and services to those we are charged with serving in purposeful and lasting ways. In this manner, we ensure that each student veteran has the most meaningful Husky experience at the University of Washington and beyond.

- **Institutions veterans are enrolled in**
  - 38% Public 2-year
  - 23% Private 4-year
  - 19% Public 4-year
  - 10% Private institution

- **44%** of undergraduate student veterans are married.

- **62%** of student veterans are first generation college students.

- **33%** of post-9/11 veterans do not feel they have the education and skills to be competitive in the civilian job market.

- **2 in 5** veterans do not receive GI Bill benefits.

- **42%** of student veterans work while in college.

- **29%** of all post-9/11 veterans have a service-connected disability.

- **52%** of undergraduate student veterans have dependents.

- **1 in 5** veterans major in STEM fields.

- **25** is the average age of a student veteran when they begin their post-secondary education.

Laura Boye, Psy. D.
Veteran Support Psychologist
University of Washington Counseling Center
Student Veteran Life

Start date: September 5, 2017
First intake: September 13, 2017

Student Veteran Demographics:

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Duty</td>
<td>161</td>
</tr>
<tr>
<td>Discharged Veteran</td>
<td>688</td>
</tr>
<tr>
<td>National Guard</td>
<td>74</td>
</tr>
<tr>
<td>Reservist</td>
<td>122</td>
</tr>
<tr>
<td>Spouse/Dependent</td>
<td>2,282</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3,327</td>
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</tbody>
</table>

Highlights and Numbers

- 54 unique clients were seen in Q1. 8 were veterans and 38.5% had never received mental health counseling before current treatment episode. 7 additional veterans sought consultation.

- During 2016-2017 academic year, 21 military connected students were seen by UW Counseling Center.

  From 9/1/2017 to 1/22/18, 20 military connected students have been seen by UW Counseling Center.

- Provided consultation to staff on supporting student veterans and their mental health.

- 5/8 student veterans seen had never received mental health counseling before.

- 3/8 student veterans seen reported an unwanted sexual experience.

- 50% of student veterans were graduate students.
WHEREAS, the First Amendment of the United States Constitution mandates, in part, that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof”; and

WHEREAS, in Cantwell v. Connecticut (1940), the United States Supreme Court determined that the Free Exercise Clause is incorporated to the states through the Fourteenth Amendment of the United States Constitution; and

WHEREAS, the University of Washington is an institution of the State of Washington, organized under Chapter 28B.20 of the Revised Code of Washington; and

WHEREAS, the Free Exercise Clause of the First Amendment “reserves the right of American citizens to accept any religious belief and engage in religious rituals”; and

WHEREAS, Title VII of the Civil Rights Act of 1964 requires employers to offer reasonable accommodations for employees' religious practices, which includes “all aspects of religious observance and practice, as well as belief, unless an employer demonstrates that he is unable to reasonably accommodate…without undue hardship”; and

WHEREAS, the State of Washington has adopted the Washington Law Against Discrimination (WLAD), which states that “The right to be free from discrimination because of…creed…is recognized and declared to be a civil right”; and

WHEREAS, in Kumar v. Gate Gourmet, Inc. (2014), “the Supreme Court of Washington determined that the WLAD requires employers to reasonably accommodate their employee’s religious practices”; and

WHEREAS, in Kumar v. Gate Gourmet, Inc. (2014), it was determined that the WLAD does not allow for employer inaction when disparate impact is experienced by an employee on the basis of their religion; and

WHEREAS, the University of Washington’s Board of Regents’ statement on ethical principles states “The University community is diverse in…religion. As members of this community, each of us must help establish and maintain a culture of tolerance and respect”; and

WHEREAS, according to the Washington State Human Rights Commission, one type of reasonable accommodation an employer can make includes “work schedule change”; and

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4 https://www.eeoc.gov/laws/statutes/titlevii.cfm
5 http://app.leg.wa.gov/RCW/default.aspx?cite=49.60.030
7 Id.
WHEREAS, students of religious faiths have the need for accommodation based on sincere religious beliefs to the same extent that employees do; and

WHEREAS, under British Columbian Human Rights Code, the right to religious accommodation extends to providers of public services and facilities, such as universities; and

WHEREAS, religious accommodations under British Columbian Human Rights Code entitles students to be absent, without penalty, and allows them to perform their work at a different time; and

WHEREAS, the University of Wisconsin allows instructors to schedule a make-up exam “after the regularly scheduled examination” on the basis of religious accommodations; and

WHEREAS, the University of Wisconsin notifies “students and instructors of the rules for accommodation of religious beliefs, and of the procedure and appropriate office for filing complaints”; and

WHEREAS, accommodations for religious observance or beliefs should be widely acceptable and available to all students at the University of Washington; now, therefore,

BE IT RESOLVED BY THE ASSOCIATED STUDENTS OF THE UNIVERSITY OF WASHINGTON:

THAT, the University of Washington will adopt the following language under the Administrative Policy Statements Section 40 in the UW Policy Directory:

“1. The student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where:

   1. The student’s sincerely held religious practices severely affect his or her ability to perform on an examination or meet an academic requirement.

   2. The student has notified the instructor within two weeks of the first day of the quarter (or within the first week of summer session and short courses) of the specific days or dates on which he or she will request relief from an examination or academic requirement.

2. Instructors shall offer a make-up examination or other academic requirements post the regularly scheduled examination or other academic requirement.

3. Instructors shall accept, at face value, the sincerity of students’ religious beliefs. Student notification of instructors and request for relief under Subsection One shall be kept confidential.

10 https://www.uwosh.edu/registrar/policies/copy_of_religious-affiliation-policy
11 Id.
4. Complaints of failure to provide reasonable accommodations for a student’s sincerely held religious beliefs as required by this rule may be filed under institutional complaint and grievance procedures. Students may refer to the Administrative Policy Statement 46.3: Resolution of Complaints Against University Employees in the University of Washington Policy Directory for further action.

5. The Dean or Chancellor of each institution will provide notification through appropriate institutional publications to students and faculty the adopted guidelines for accommodations pertaining to religious beliefs, and of the procedure and appropriate office for filing complaints.\(^{12}\); and

THAT, “appropriate institutional publications” will include, but not be limited to, the inclusion of religious accommodations in all class syllabi beginning the Autumn Quarter of the 2018-2019 school year; and

THAT, the Dean or Chancellor of each institution will inform and remind faculty of the University’s stance on providing students religious accommodations in any annual communication about non-discrimination and student rights; and

THAT, the University of Washington Faculty Senate and appropriate Faculty Councils adopt a policy providing religious accommodations for examinations and other academic requirements; and

THAT, the ASUW encourages the Student Conduct Code be amended to include provisions to prevent students from abusing religious accommodations under Academic Misconduct; and

THAT, this resolution be forwarded to the UW President, Ana Mari Cauce; UW Provost and Executive Vice President, Jerry Baldasty; UW Board of Regents, Board of Deans and Chancellors, ASUW Board of Directors, UW Faculty Senate Chair, Thaisa Way; UW Faculty Senate Vice Chair, George Sandison; UW Faculty Council on Academic Standards Chair, UW Sarah Stroup; UW Faculty Council on Student Affairs Chair, Chris Laws; UW Faculty Council on Teaching and Learning Chair, Thomas Halverson; UW-Bothell Professor, Bryan White; Washington State’s 11th Legislative Senator; Bob Hasegawa, Vice President for Minority Affairs and Diversity, Rickey Hall; UW Comparative Religion Program Chair, James Wellman; Kelly Ethnic Cultural Center Interim Director, Magdalena Fonseca; Cedar Law Professional Limited Liability Company’s Education Lawyer, Shannon McMinimee; and Convergence Executive Director, Cody Nielsen.

Emergency Aid: A little help goes a long way

Critical help for Retention and Graduation
OSFA
2017–2018
Emergency Aid Lab

In April 2017, the University of Washington-Seattle joined a national effort to tackle emergency financial aid, led through the Emergency Aid Aid Lab (EAL), in order to support students through financial crises.

We are 11 months into the 18 month process and have been identified as a leading campus within the EAL group.

We have led projects which have had a direct impact on students, as well as initiatives which aim to change the culture on campus for students seeking help.
EA Leaders & Stakeholders

- Office of Student Financial Aid
- Student Fiscal Services
- Student Life/OVPSL
- Housing & Food Services
- Health & Wellness
- Undergraduate Academic Advising
- Office of Minority Affairs & Diversity/EOP
- University Advancement
- Office of the University Registrar
- ASUW/GPSS
- Faculty Council
- UW-IT
Continuing EA Initiatives

> **Triage Team:** cross-campus staff who support students and resolves cases

> **Advisory Board:** guides and informs Working Group decisions and efforts

> **EA Website:** tri-campus layout, includes resources on/off campus

> **EA Request Form:** low barrier, self-identifying
New EA Initiatives

> **Policy Analysis:** identifying and analyzing unintended negative effects on students

> **Proactive Approach:** work upstream, identify risk factors for better proactive outreach

> **Communications Plan:** audiences, tactics, and strategies for building awareness

> **Student Engagement:** focus groups and design for students
Mid-Year Report

From October 2017-March 2018:

> **124** unique student cases
  > 72 Seattle cases, 44 Tacoma cases, 8 Bothell cases
  > ~75% of students said primary concern was housing/food
  > About **50%** of the students met directly with a team member for counseling

> Over **$120,000** was disbursed via grants, scholarships, loans, food security grants, and short-term loans.

> **51 of 53** students continued their enrollment (Fall 17 → Winter 18)
Sample Case 1

Resident, Senior, UWS

“My living accommodations were suddenly taken away during the beginning/mid portion of the fall quarter which left me living out of my car with my belongs. In result to that sudden change, I started living out of my car and doing what I can with the little funds I received from my financial aid. I had to pick up a job to come up with enough money to sign a new lease (including a deposit) for a place to live and by doing so I had to work full time over night, to only return back to my car for rest before I had to go back to campus for class. It started to affect my ability to complete my academic work. My car was then broken into and a lot of my items were stolen. Without a access to an adequate home, I lost my financial aid for the winter quarter from the grades I received from the previous quarter which has worsened my circumstances.”
Case 1 – Resolution

> Student was advised to fill out a Satisfactory Academic Progress Appeal to reinstate her financial aid. This was approved and awarded her $3200 in grant aid.

> Awarded the student with a food security grant for short-term need.

> Provided cost estimates for HFS housing as well as on-campus parking. HFS held a room for her while she decided on housing options.

> Student decided to pursue off-campus housing. Connected her with Health & Wellness to assist in that search process.
Sample Case 2

Resident, Graduate student, UWS

“I am 50 years old and work full time while attending school. I just found out on Wednesday that my legal partner is wishing to dissolve our marriage and I will be needing to find a place to live and a vehicle for transportation (I have lived here ten years and cannot afford the current vehicle we have acquired in this marriage). I struggle already adjusting to the demands of grad school but the last thing I want to do is quit, especially now, a woman of 50 who will be on her own without any assets for financial stability. I would like financial assistance for housing.”
Case 2 - Resolution

> Student had remaining eligibility for GPLUS loan, but was denied due to poor credit. UW institutional loan was offered to replace GPLUS for amount of $8044.
> Referred student to Counseling Center
> Worked with HFS to offer available grad student housing if needed.
> Student expects to find stable housing with the loan amount disbursed to her.
“My main form of transportation is my car. Last week on the way to school, my transmission failed and my engine sounded really terrible. My car no longer runs, and taking the bus from where I live takes around two hours each direction, assuming the bus isn't late. Driving takes significantly less time, and my schedule is much easier to work with when I have a car. I am also planning on getting a job to help pay for costs, but without a car I would not have any time to set aside for working.”
Case 3 – Resolution

> Student met with UW-T financial aid staff and discussed subsidized loans, as the student had $0 loan debt.
>
> To help out immediately, $400 grant was awarded to the student while he contemplates loan option.
>
> Student Advocate reached out to student to see if he needed additional support.