The values matrix expresses each stakeholders’ interests relating to their wellbeing, autonomy (freedom), and justice. The values matrix is used to help understand other’s views and values.

Example Values Matrix for participants role playing Sandra, facilitated by [Name] Weather & Decision-Making Workshop, Breakout #, Group #.

<table>
<thead>
<tr>
<th>(1) Hunter: Residential Student</th>
<th>Wellbeing</th>
<th>Autonomy</th>
<th>Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support system; have a safe place to live. People to be there for them. Ability to keep stress at a manageable level. Another kind of stress outlet (a not-flooded gym.) Trained and competent mental Health support, food security if campus resources are interrupted. Medical treatment, but accessibility concerns should honored and address. Opportunities to get off-campus away from their day to day commitments and stressors. Friends</td>
<td>● Disability can affect their autonomy</td>
<td>Ability to restart their education with scholarships if the semester has to be canceled. Have different option(s) in case of need, adverse weather conditions, etc. (rather than going home) Family support social support.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(2) Sean: Residential Student</th>
<th>Wellbeing</th>
<th>Autonomy</th>
<th>Justice</th>
</tr>
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<tbody>
<tr>
<td>Happy with his life, knows his direction -No burden to study AND work Right to a good education sharing with brother good relationship with family little stress in life access to student services (physical and mental health, etc.) family highly values education ability to commute (many students cannot have a car)</td>
<td>● Make his own decisions, and career decisions (encouraged from parents) ● Has his own car/resources ● Free time, no responsibilities to work ● knows what he wants out of his life ● Values independence (personally and for others) ● Family/others are not reliant on him ● no pressure to be an attorney ● Has the resources to improve himself.</td>
<td>● Comfortable speaking in class ● Able to focus on his classes/study ● Feels safe enough to speak up in class ● Classes are small enough where students can speak ● Parents are lawyers ● Ability to choose the direction of his life ● Values independence ● Self-reliant ● High loyalty and devotion to his family</td>
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<tr>
<td>(3) Alex: Student Residential Assistant (RA)</td>
<td>high loyalty and devotion to family Appreciation for healthy relationships Balancing persona and family goals wanting to improve himself, and having the resources to do so Reduced mental pressure (can lean on family who are close by) positive support system Family support Maturing view on relationships *Likely has little financial burden has not been affected personally by anything negative Likely seeks healthy relationships, since those have been modeled for him by his parents. Values marriage/partnership</td>
<td>● *Could be unconsciously influenced by family to become an attorney ● Could have blinders on, focus is fairly narrow ● empowered and encouraged to make his own choices for himself and at the university ● Family support ● Free time from not having laundry to do Has a Jeep, could be better for an incoming flood.</td>
<td>● Becasue of his resources may not be fully aware or connected to his immediate community ● *There is no mention of the intersectional factors that could be influencing his life (race/ethnicity, gender, sex, etc.) ● Family support ● *May not be aware of the value of his resources ● A slight degree of awareness and care for his community ● Has not been affected personally ● Shows respect for others</td>
</tr>
<tr>
<td>Worklife balance. Medication Job clarity Mental health services Financial stability Family and friend support Understanding her professors, A mentor, past RA, a faculty, Career training and training on work/life balance Institutional support. Knowing the admins have her best interest at heart Enough rest! Eat healthfully Work out Engage in extracurricular activities</td>
<td>Ability to put herself first and then the students Understanding that RAs are students first and need their education She needs her higher ups to understand her situation and provide help for help She would like to contribute to policies so she can have input in policies that affect her and the students in her dorm Ability to go home if she wants to (how long is she required to stay to make sure that the students are okay Self observation/self – if she’s going in the right direction she wishes for her life and profession Flexible work schedule?? Take control of her own decisions. Believe in herself and stay positive</td>
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</tr>
<tr>
<td>Other RAs are in the same situation. Make sure that all RAs have proper support that they need to be successful. Understanding risk and liability matters that are part of her job as an RA Students are diverse. RAs should be diverse, too. Time off. All RAs should have that. The ability for a college student to have other forms of monetary support. Colleges have a responsibility to support students who need jobs and money. $175 stipend. Is that set in stone? Can you earn more? Not just contributing to policies, but knowing that someone will listen to her</td>
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<tr>
<td>(4) Pat: University Maintenance Staff</td>
<td>Needs residents to be open with her. Communicate with her about their needs. and that her input is acknowledged. RAs should not just have a voice but also a vote. Extension of due dates for homework or tests.</td>
<td>proper safety measurements in place; reasonable workload and experience; enough food and supplies; physical safety; enough family support; Ability to care for family; childcare/healthcare; reasonable pay; concerns spouse job and job security; emotional support; have a open supportive workspace work/life balance; balance as being essential worker and wanting to protect herself/family on her desired timeline; having a say in decisions and how to protect infrastructure; right to control work situation; access to transportation there is advocacy for her and work that she does; should not fear penalty for voicing concerns; union membership; maintaining log book of observations; access to healthcare; paid parental leave; Anti-retaliation policy; promotional opportunities and extra pay; extra training opportunities; freedom to look for other employment opportunities</td>
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</tbody>
</table>
| (5) Jordan: University Facilities Director | own safety and that of his children; ensure well-being of staff he is responsible for; being able to maintain physical & mental health despite being on call 24/7; be able to maintain good working conditions (ie-office); mental health check-ins in general for wellness; ensure well-being/health of aunt who watches his kids; having improved/better building conditions to work in; ensuring adequate retirement benefits for self and staff; compensation for any injuries sustained during work for self or staff; guaranteed paid time off; paid sick leave; paid vacation leave; personal privacy in the workplace; having access to university cafeteria services free of charge for self and staff; ability to do at least a portion of job at home/not on site; commuter benefits; have the freedom to spend time with his kids around work; be able to handle his job in the way he believes is right; have resources to act quickly to events; proper protections an essential worker during disasters; have suggestions with regards to budget taken seriously, since it has been inadequate; be able to advocate for a higher budget or have someone be able to advocate that for him to the appropriate people; to have help onboarding the AD more quickly to help shoulder the responsibilities sooner; ability to recruit new people who might be more physically capable for the job; being able to advocate for more improved building; ability to speak with residents of dorms to know what improvements need to be made; have a world where his children can attend college when they are of age; the opportunity to have promotions; university to provide benefits such as health care; living in a world that is more sustainable where climate change is address so severe/hazardous weather is reduced; have administrative support; to have a society where elderly family are taken care of and supported; given training for campus incidents; having adequate equipment for himself and staff for safe working condition; a university retirement package for maintenance staff; university provide adequate pay to self and all staff for work; a university that takes resident and maintenance staff suggestions seriously; identity theft protection ensured by university; world where workers are
| (6) Sandra: University Provost/Student Affairs | Ability to do her job  
Make sure home and property are safe  
Ability to ensure the safety of everyone on campus  
Ability to help students in the case of an emergency  
Ensure sufficient revenue and resources  
Maintain the curriculum for students  
Make sure all are living up to their responsibilities  
Needs to feel in touch and easily reachable by all.  
Needs to be able to adapt and learn from each situation that comes up  
Do all students have access to emergency healthcare?  
Needs to have information but assistance that's timely and relevant  
Ability to promote the interests of the university, among staff and everyone else  
Oversee faculty development programs incl awards  
Keep herself safe and in a productive, happy, and healthy state of mind | Have clear communication line to all University stakeholders  
Ability to make sure pet Ralphie is cared for and not abandoned home alone! (as her partner is in healthcare)  
Ability to make decisions with clear information  
Keep the university out of the news (for the wrong reason!)  
Cultivate a great work climate  
Make sure concerns of students and other stakeholders are addressed  
Needs to be known and loved!  
Needs to mingle with students.  
Ensure a diverse set of qualified students are admitted to campus  
Ensure their instructional needs can be met  
Do all students have access to emergency healthcare?  
Equity, fairness, opportunity for all on campus  
Ensure the mental health of all on campus  
Maintain the University's reputation  
Need to maintain the University's climate as a family!  
The campus community is diverse and fair to all, with a level playing field  
Do all students have access to emergency healthcare?  
Live in a world with as little uncertainty as possible -- have more information to guide actions in an emergency.  
Ability to handle grievances so that everyone's needs have been met (both students and staff)  
Ability to maintain good relations with the community  
An environment where everyone is prepared to deal with risk and educated about risk  
A resilient university |
Supplemental 2

Consequences Matrix

The consequences matrix aggregates stakeholders’ input and captures the logistical challenges, tradeoffs, and concerns to encourage buy-in from other stakeholders during the joint decision-making process.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Benefits to increase</th>
<th>Harms to reduce</th>
<th>Autonomy/Freedom</th>
<th>Justice/Fairness</th>
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</table>
(6) Sandra: University Provost/Student Affairs
Supplemental 3  
Weather and Decision-Making Character Descriptions

Each participant was instructed to roleplay one of six characters featured within the narrative. This segment provides a full description of each of the featured characters.

University Facilities

You are Jordan, Director of Building Services. You are 43 years young and a single parent caregiver to two teens, ages 16 and 14. They stay with your aunt after school or during the summer until you can get home to make dinner and be with them. Home is about a 15-minute drive; the university is only 2 miles away.

Your department provides services for 2.6 million square feet of undergraduate housing to all residence halls, fraternity/sorority houses, and recreation facilities. Your team (which includes the University Maintenance staff) is responsible for delivering housekeeping and pest management services 24 hours/day year round to all students and campus visitors/guests in residence halls and recreation facilities. You also are responsible for 275 employees and the budget exceeds $54 million annually. Though this budget barely makes do and many of your buildings and equipment are aging (and not well).

As the Director of Building Services, you are essential personnel and are required to be present to provide assistance during crises and emergencies (hurricanes, building/system failure, fires, etc.) as long as the university remains open. You are the key designer for all campus emergency planning to: ensure safety and protection of faculty, staff, students and visitors, stabilize the incident or impacts from the emergency, mitigate damage and protect university assets, and restore business and academic operations as quickly as possible.

You have worked at the university for the past 15 years as the Director and have experienced the good, the bad, and the ugly side of building services. Your staff have been with you for years and are fully supportive of you. Just like the buildings, most of your staff are older and have several medical issues from the hard labor.

But good news: you just hired an Associate Director about three months ago, so you now have capacity and time to take time off and hang out with your kids more. There is still a catch, because the AD is new, you still have to maintain most of the work as they are still in the onboarding process and most of your staff are unsure of them. So you have found yourself still attending most meetings, managing the day to day operations and team schedules, especially if larger events are coming like hurricanes or snow storms.

Head of University Student Affairs
You are Provost Sandy Jackson, and you love your campus community. You live near campus with your wife who works at the local hospital as a nurse practitioner in the emergency department. The two of you have a “fur baby”: a senior rescue puggle named Ralphie. Ralphie comes with you to some campus events, which works well on two counts—the students respond well to him and sometimes your wife is working long shifts in the ER so there is that practical benefit as well.

Ralphie is home alone today, as your wife got called in to cover a shift for a sick co-worker.

You have been working for the university for 25 years, starting as a therapist with mental health services on campus, then becoming the head of the student success team which provides support for students in crisis, and finally becoming the provost.

Since you took on the role, you have implemented more campus events that help build community such as ice cream trucks and a dance competition modeled after dancing with the stars that pairs students and administrators as dance partners. Always an extrovert, you enjoy being recognized on campus and getting to know as many students’ names as you can. But the job isn’t always about creating fun for the student body, and the impending storm weighs heavily on you. You are responsible for the wellbeing of these students and take this job seriously.

Earlier in the year when there was a snow day and classes were canceled, several fraternities and other groups threw “storm parties” and there were a few hospitalizations due to binge drinking. You are well aware of the challenge of trying to evacuate a herd of drunk students in dangerous conditions.

**University maintenance staff**

You are Pat, 36 years old and have been working at the university for the past 5 years doing maintenance. While you have been working for the last 5 years, you had a child at the beginning of this year and were on parental leave for a few months. Your partner was laid off from work right after the birth unexpectedly, but has been able to get good shifts at a local restaurant while he looks for something more stable. Surprisingly, it’s been going pretty well, but he’s out a lot of nights and weekends when the tips are more likely to be better. While you are at work, your mother has been watching your child at home. Your commute to work is about 30 minutes of driving everyday. Of course, you do not get paid enough for the amount of work you do, but your growing family really needs the stability of your job.

As part of the maintenance staff, you are responsible for looking after the residence halls in your quad, general maintenance, and cleaning. You maintain things like the washers and dryers, making sure the elevators are working for residents that may need them, making sure that residents have heat, hot water, electricity, and wifi for school since some students still have some online classes. You also help to keep the residence halls clean and neat by vacuuming hallways, mopping floors, and cleaning bathrooms. Since you have been working at the university for 5 years, you have noticed that the infrastructure is aging. Some hot water heaters will need to be replaced soon; the elevators are going out more frequently, and a bunch of the washers need new
parts. Recently, a few months ago, a bad rainstorm revealed just how bad the problem is getting; 
one of the buildings’ basement flooded, damaging the electrical unit. The residence hall had to 
be evacuated, some drywall needed to be replaced and mold removed, and the hall was without 
power. A few weeks ago, you finally got a new electrical unit and you finally got someone to 
install it. You have just finished most of the repairs when you learn about the approaching storm.

While you have a child at home you have to worry about, you also worry about your partner 
being able to evacuate and stay safe, while not being able to leave during the storm. 
Additionally, you are worried about the campus where you work. How can you help prevent 
major damage to the buildings? How much work will be needed to prepare? After the storm, you 
are going to have to spend long hours recovering, repairing, and cleaning. What can you do now 
to lighten your load after the storm? You know the recovery will be costly for the university, so 
the recovery could take a long time. There also could be damages that you do not know how to 
fix, but can’t wait for someone else to fix. When will you go home to your family? Do you have 
enough time to get enough supplies for your child for a few days? Do you have enough food, 
medicine, formula, or water? How about your mom—are you okay with her staying with you for 
the storm? What about your car, where can you park it to keep it safe; can you leave in time 
before the roads get flooded? Is your job at risk if you leave early to go home to make sure your 
baby and partner are safe? The university is being a little unreasonable expecting you to stay 
until the last minute to prepare—especially, in your opinion, without enough guidance.

**Resident Students 1 & 2**

1 – You are Hunter, a freshman starting up their first semester on campus, which is also the first 
time you’ve been away from home for an extended period. That fact comes with a lot of 
uncertainty for you—you haven’t had the best home life, though you know it’s not as bad as some 
folks have it that you’ve read about on the news or in headlines. You’re still here, after all. You 
used to spend as much time doing after school activities in your high school, not because you 
wanted to look good on a college application—you’re just happy they admitted a straight C 
student, to be honest—but because you wanted to not be home at all.

Growing up was rough, especially being an only child. Sure, you knew some other kids who 
didn’t have siblings either, but you could tell their homes were better, safer. You took the brunt 
of a lot of stuff on your shoulders—and other, less metaphorical places—all through your younger 
years. You don’t know if that all was because of the ignorance (they were barely okay with you 
going to a “liberal” college, and only didn’t stop you because you’d already secured paying for 
your own tuition), or because you came out last year as different than your parents were 
expecting you to be, or if it was because of all the empty bottles you’d find tossed out behind the 
old cinder block stairs at the back of the house. Your family wasn’t well off by any means, pretty 
poor, actually, but because of your volunteer and extracurricular activity work, along with the 
help of the high school guidance counselor, you were able to land a couple windfall scholarships 
that allowed you to finally get out from under the heel of home and who lived there, and breathe 
the open air of your new college campus. You don’t even know what you want to declare as a 
major yet, but you’re sure you’ll figure it out with some time, and you’re not worried about it.
What you do worry about are holidays. Thanksgiving and Spring break won’t be so bad, because those are only a couple days, and you know you can crash on a friend’s couch for that time. But Winter Break is longer, and Summer Break feels like a nightmare you haven’t had yet. There’s still time yet, though, and so long as you can find somewhere else to go that isn’t home, even if you can’t stay in your dorm, you’re sure you can make it work. (Alex the RA is Hunter’s good friend, knows about their disability and pressures)

2 – You are Sean, a resident in the same dorm Hunter and Alex are in. Your family lives about two hours away from the university and you are able to go home occasionally to get a home-cooked meal and have your mom do your laundry, thanks to the new car that your dad bought you for high school graduation. Going home also gives you a chance to shoot hoops in the driveway and play video games with your younger brother, who is in middle school. You get along really well with your brother and both of your parents.

Your mom is an elementary school librarian. Your dad is a lawyer and you are thinking you might follow in his footsteps, but he has not put any pressure on you to do so. “Think for yourself” is a motto that he often tells you. He would rather you had a difference of opinion strongly reasoned than follow along with what he or anyone else says without just cause. Your parents have a healthy relationship and a strong marriage. When you were younger it was gross to walk into a room and see them kissing, but now that you are a bit older you are just hoping to find someone to partner with the way they found each other.

So far your classes are going pretty well, you usually remember what you read and you aren’t afraid to speak up in class to ask questions or volunteer answers. Your parents want you to focus on your studies, so you don’t have a part-time job during the school year, but you do work as a camp counselor for about two months over the summer at the same camp you attended as a kid.

**Student Resident Advisor (RA)**

You are Alex, a Resident Assistant (RA) who serves as a student member of University Residence Life staff. RAs are expected to know and uphold University policies and community standards, work collaboratively to build community, be available to mentor students, and encourage responsible citizenship on campus. About 230 students live in your dorm, a four-story, 73,000-square-foot residence hall. You serve as an RA for 46 students.

Resident assistants provide services to students like helping them adjust to campus and college life, but the tasks are often much more complicated and serious, such as serving as a mental health counselor, addressing sexual misconduct/assault concerns, and discrimination issues.

RAs are considered essential personnel and are required to be present to provide assistance during crises and emergencies (hurricanes, building/system failures, fire watches, student death, etc.) as long as the university and/or residence halls remain open and occupied.
During your training, you learned about program planning, counseling, and peer mentoring. You also were trained in emergency management, learning how to use a fire extinguisher by putting out controlled fires and participating in simulated disaster scenarios.

You never quite felt as overwhelmed in your life as you did during the first few weeks as an RA. You juggled many roles, including college student, counselor, mentor and campus resource. It was exhausting but fulfilling. Over time, however, you have found that the challenges of working 7 days a week and being on call 24 hours can be mentally draining. Especially with Covid, there have been a lot of additional things included in the job that you and your fellow RAs feel are not fair for how much you're getting paid: you get housing, a meal plan, and a $175 stipend every other week.

You and the other RAs have been talking about how the Residence Life leadership needs to appreciate that you are students first. A lot of the RAs are not feeling supported – that when expressed, their concerns have been dismissed without any guidance. You and the other RAs talk about the risk of your RA responsibilities compromising your education, mental health and physical health. The lack of communication and transparency from the upper housing administration makes it worse.

You are really struggling. You need this job, and you can't stay without it. But with the incoming storm, you're asking yourself, "Am I going to be held responsible for the safety of my residents?" You and your fellow RAs care about your residents, but you are also worried about being put at risk while performing your duties.

There's another wrinkle to your story. You have a disability that people cannot see: epilepsy. You do your best to manage your stress, but you are worried about the storm. You are trying to be prepared – for example, you have put your medication in a safe and waterproof container. However, you know your seizures can be triggered by stress, along with flashing lights, loud sounds, lack of sleep, or other triggers. It has happened once before to you. Your family is really pressuring you to come home. But you need this job…

Extras:

Parent

You are Jamie, parent of Alex, who is a student. You were so proud when Alex made it into college and then became an RA. That Alex got the Residence Life job was also a relief. Higher education isn't the norm or expected in your family, and money has always been tight. Granted, as a first-generation college student there would be lots for Alex to learn in addition to the coursework – but maybe being part of University Residence Life staff would provide structure even if it meant more work. It sure does help with the bills.

Over the weeks, Alex had been pretty guarded about how much being an RA has demanded, especially with Covid, but you could sense the overwhelm. The University Residence Life job has offered assurance that Alex will get to stay in school over the long-term, but whatever
happened to RAs being students first? The university keeps asking for more and Alex says the other RAs are frustrated with the one-way street. And now they are expected to stay despite the storm.

For you, the bright line is Alex's health. The epilepsy is pretty well-managed with medication, but stress and other triggers like bright lights and loud noises have been a problem in the past. When you last spoke, Alex refused to come home despite the storm, but promised to think about it.

The least the university could do is communicate. You finally had enough and called the [Head of University Student Affairs]. It did not go well, and you are a little embarrassed for losing your cool. You ultimately asked if they [Head of University Student Affairs] were a parent, and if so, how would they feel about the way the university was handling decision making, including about the storm. You gave them an earful about the university’s communication – or lack thereof, from your point of view – about options for working students. I mean, there's only so much more time before students will no longer have a choice about evacuating. You have little confidence in the assurances you were offered and well, you didn't exactly hang up on them, but…

Transit Authority
One of the core responsibilities for transportation authorities at universities is transit service, particularly bus transportation. You are Drew, the most recent hire with the university’s transportation authorities. Congrats on the new gig! It is an upgrade from the part-time shuttling of students to and from the elementary school.

This job has healthcare and benefits, though it isn’t that amazing, it provides support for your monthly physical therapy training sessions for your back. Two year ago, you had been in a car accident that caused a pinched nerve. You have a herniated disk in your lower spine that puts pressure on a nerve root, causing pain that radiates down the back of your leg. The PT has been helpful with strengthening your back so your radiating pain doesn’t happen as often.

For the past few weeks you have been in the “training” phase of bus transportation: sitting on a bus with another driver to follow the routes, test driving while your trainer sits behind you on a bus, and following your trainer’s bus on the route.

For the most part, your passengers are really nice. In particular, you have made a new friend with the university dean. They always strike up a conversation and always say thank you when they are leaving. Maybe one day you can go for a drink after work with them, that is if your schedules can align. Because you are new, you get the later evening and early morning routes.

You also have a soft spot for your passengers because these students in particular seem to be trying really hard to make things work. Your bus route is one of the longest, but important, as you transport to and from the largest city’s public bus station and parking lot, so you pick up and drop off the school commuters. These students often step aboard your bus soaked or sweaty from
waiting at the stop. No entitled sports car drivers here! The faces you are coming to recognize are mostly brown, like yours.

Though the route is long you found spots where you can take a break and stretch your back and legs. Your physician suggests that every 45 minutes take a 10 minute walk to get the blood to flow through your legs properly. If you don’t stretch it out, the tighter your back becomes, and the more likely you will tweak your back and get searing pain down your entire left leg. Though it is not debilitating, it makes it difficult to do work.

On top of your pain, your route has loads of potholes and flooding. Whenever it rains, large puddles always form, as you refer to them as miniature lakes. You are told not to drive into it, but there are no alternative routes that would get your bus to your endpoints without adding 15 minutes at least. So you often drive through puddles.

You also are scheduled to work over the next few days despite the storm that appears headed your way. You’re reluctant to ask what to expect.

- **Another student**

You are Sahir, a first generation immigrant. While you’re not the first in your family to go to college—your father and mother both attended their local university—you are the first to attend one here in the United States. Your family here consists of your parents and two younger sisters, while you have a host of aunts and uncles back where your family is from, where your grandparents also reside. You were only about four years old when your parents moved to the United States for better opportunities for you—and then your younger siblings—and once here, they also work multiple jobs each in order to send as much as they can back to help your grandparents and a few of your other family members back home.

There’s an enormous amount of pressure on you to do well by all of your family, even though you’re not necessarily sure you’re happy with the academic track you’re currently on. Do you really want to be a business or accounting major? You’ve always really loved painting, and a lot of your friends have told you that you’re really talented at it already (and some of them are art majors themselves!), but you also are afraid to bring up the possibility of a change of major, not wanting to disappoint your parents—and they are also footing a lot of the tuition bill, including your room and board. You know that college anywhere isn’t cheap, even with in-state tuition, and that it’s taking a lot of belt-tightening and going without for your parents to be able to help you afford an opportunity like this. You’re also paving the way for your younger sisters—the oldest will be done with high school in just a few years, and she’s always looked up to you. Your youngest sibling is just in middle school, and lately you’ve heard some things from your other sister that has you worried that she’s being bullied about the “funny accent” her parents have, and the fact that none of you celebrate the “usual” holidays that almost everyone else in her grade seems to celebrate. Sometimes you really want to just drop everything to go home and be there for her so she has your support right in front of her, but you know it’d be difficult to make the four-hour trip home, especially without a car yourself, and you know your parents can’t spare
the one vehicle they have between them for you to have in case you want to drive home
yourself—they both need it to get to their jobs.

That’s all simmering in the back of your mind as you start this new semester, in your second year
here in college. You’ve got most of your GenEd classes out of the way, so you’re starting to
really get into the classes devoted to your major… which you’re still not sure you really want,
and you’ve been finding it hard to concentrate with the worries about your siblings, your
extended family back in their home country (who just went through yet another scary earthquake
in the region), and trying not to disappoint your parents, all while trying to do well in classes you
feel lackluster about, and maintain friendships, some semblance of a social life on campus, and
maybe try to get in some painting in your free time—oh, and try to decide if you’re going to ever
work up the nerve to talk to that good-looking classmate in your one accounting course who
you’re pretty sure keeps glancing over your way.