

Student Life Committee Meeting, October 26, 2017

Meeting called to order at 3:30 p.m.

Present: Kris Bartanen, Poppy Fry (Chair), Sam Lino (as liason from Committee on Diversity), Collin Noble, Maria Sampen, Laneka Veney

The committee reviewed minutes from 9/14/17 and 10/5/17. Minutes were approved with minor revisions.

Fry asked the committee to report their findings on “what faculty need to know” about issues pertaining to student life at Puget Sound.

Fry relayed Jennifer Hastings’ findings from the School of Physical Therapy. Faculty in PT said that they were interested in more information about off-campus housing, and in particular wanted to know how to help advise and assist their students in finding places to live off-campus. They also were interested in more information regarding the extent to which graduate students were welcome in undergraduate spaces and organizations.

Fry said that her colleagues mentioned that they were concerned about off-campus support for students, specifically regarding issues of sexual violence. She went on to note that faculty expressed an interest in knowing more about the new campus policy prohibiting sexual misconduct.

Sampen read comments from faculty in the School of Music. See attached document for full transcript. Several School of Music faculty expressed that they wanted to know more about FERPA. There was also interest in knowing more about the university’s diversity and inclusion initiatives (one faculty noted that she wanted to know more “about how our students of color and first generation college students are being supported” while another asked whether “students of diversity feel safe” and whether “they feel their voices are heard and respected”). Most SOM faculty felt that they could access information on processes for dealing with student conduct when needed (they felt that the information was readily accessible online or through other resources). In response to a question about what information would help faculty better connect with students in the classroom, one faculty member suggested the idea of having students publish a “daily ‘what students are thinking about’ for faculty” (possibly in the Trail). She thought that this would be helpful in highlighting campus issues as well as national and/or world issues that might be of concern to our students.

Veney summarized her findings from her discussion with fellow students on what “things faculty should know.” See attached document for full transcript. Veney spoke with members of the Sophomore, Junior and Senior classes.

Fry noted that students' lives are very complex, including the ways different identities intersect and the demands on their time.

Nobel commented that students don't see faculty as a resource for issues of diversity.

Bartanen stated that there could be a way to provide faculty with general information that would describe our student body. This information could include information such as the number of students with full time jobs, the number of students who are dealing with mental health issues, the number of first generation students, as well as information on political leanings and activism.

Nobel noted that many members of the student body have little to no knowledge of what FERPA is or does.

Fry said that the student and faculty feedback suggests that there are two projects for the SLC. The first is with regard to FERPA and would entail making information available to faculty and students but also talking about the nuance around it; and the second would be a coordinated effort with the Committee of Diversity to give a richer understanding of the diversity of student identities and experiences on campus.

Bartanen added that there was a potential third strand that centered around educating faculty on the processes for arbitration and adjudication of student conduct. However, she repeated that this information was available if faculty wanted to go find it. She noted that the inter-sectionality of factors of "what our students look like" is more difficult to find.

Lino asked if the SLC was considering developing a FAQ on FERPA.

Fry said that an FAQ would likely need to go through counsel and may thus defeat the purpose of a FAQ (which is to approach a subject in a relaxed and informal manner).

Lino followed by stating that the issues of concern to the faculty might be hard to codify in something like a FAQ.

Bartanen stated that we could clarify the understanding of the law but that much of the application of the law would be private information.

Lino brought up questions with regard to FERPA: what counts as educational record? Who gets to know what? What does "need to know" basis mean? What counts as "legitimate educational interest?"

Bartanen said that the Registrar would be the first place to start with regard to finding the answers to these questions.

Conversation continued with regard to the delicate and sometimes difficult position faculty and students are in with regard to information sharing. Sampen stated that the information collected by Veney was very helpful and insightful however it also presented a dilemma: on one hand, students want their teachers to recognize issues in their lives that may be effecting their work in the classroom however they don't always know how to tell their professors this information; on the other hand, professors may want to know more information that could help them better serve their students in the classroom but they are afraid to ask questions because of FERPA restrictions. The challenge is finding a safe space to open up dialogue between faculty and students.

Bartanen said that in the orientation magazine there are pieces written for students by faculty and vice versa but that some were 25 years old. She thought that these could be updated to include scripts for students on how to talk to teachers. We could also include scripts for faculty on how to talk to students. She also noted that the university is moving toward a new model for advising which is much more relational and less transactional. She thought that this could help address some of the issues at hand.

Fry said that she thought we should table the idea of writing scripts until next Spring. She said that we should instead focus on clarifying campus understanding of FERPA and that we should find a way to collect and disseminate demographical information on our student body to the faculty.

Bartanen asked that the SLC look carefully at the FERPA tutorial (online) and return to the committee with questions for the Registrar. With regard to distributing demographical information about our student body, she said that she would contact Institutional Research and ask if a representative would attend a SLC meeting.

Fry said she would contact the registrar, Mike Pastore and ask if he could attend our next meeting. She charged the committee with generating questions from the FERPA tutorial for our next meeting.

Lino said that the FERPA tutorial could be found at the following web address:

<https://www.pugetsound.edu/academics/advising-registrar/>

Fry asked Lino if he would communicate with the Committee on Diversity to ask if they would also be interested in helping us provide demographical information on our student body and student stories.

Move to adjourn 4:34

Questions:

- 1 Would you like more information on what the university is doing with regard to FERPA?**
- 2 Do you feel that you have an understanding of how the processes for dealing with student conduct work on campus (i.e.: what happens in the various Hearing Boards on campus— examples would be the Student Honor Court, the Integrity Code Board, the Peer Board)?**
- 3 If you don't know about these processes, do you want to know?**
- 4 Is there anything that you'd like to know about campus life that might help you better connect with students in the classroom?**

I would love to know more about FERPA. I've been on Honor Court several times, so I'm away of those policies. I would, however, like to know more detail of what the University is able to do for DACA students, and for other immigrant students, given current national policies and politics. Also, I'd like to know more about how are students of color and first generation college students being supported?

1. Yes
2. Yes (but only because I am the faculty rep for the ASUPS senate...I've mostly learned about it there).
3. I'm cool
4. Yes: what is the student perspective on diversity on campus? Do students of diversity feel as though they are part of the community (how so, or how not?) Do students of diversity feel safe, and do they feel their voices are heard and respected (how so, or how not?)

1. yes
2. no
3. yes
4. probably, but can't think of anything off the top of my head - but I'll let you know when something comes up!

1. No.
2. No.
3. Yes.
4. Yes.

1. Yes. I just want to make sure that I'm in the know.
2. I think I understand, and if this was something I needed to deal with, I feel that I could reference this information on the website.
3. See #3.

4. I'm sure there is, but I just can't come up with anything at the moment!

1. Nope.

2. No, and I wouldn't mind understanding this a little better.

3. I'm at least curious; the entire business of the "Puget Sound Three" is a good example where I'm not sure we know what happened in the disciplinary proceedings.

4. Not that I can think of

1. Not in the abstract, but when issues come up (e.g. UPS3) where it seems that the university is being less than transparent with faculty, it'd be nice to have a better sense of how legal privacy issues are playing into the administration's actions.

2. I do, because I served on the HC for a bit. It would be great if more faculty had a chance to interact with these bodies.

3. N/A

4. I've been trying to limit my intake of social media lately, because the news is all so horrifying, but I do feel obligated to check in just enough so that I am not clueless about current events when I walk into the classroom. I wonder if there might be a way that some students (the Trail?) could put together a daily "what students are thinking about" for faculty. It could include just a few bullet points including campus issues as well as national/world issues. That would be super helpful. I know that such a thing would inevitably air some dirty laundry and that could be counterproductive for recruiting prospective students...