

The Division of Student Affairs: Relevant Policies, Protocols & Resources for New Faculty

Departments Comprising the Division of Student Affairs

The Division of Student Affairs

The Div. of Student Affairs is comprised of 14 departments that focus on the student experience beyond the classroom, although there are many links to the academic program:

- Athletics (Morrell Gym; x3326)
- Bowdoin Outing Club (Schwartz Outdoor Leadership Center; x3346)
- Career Planning (Moulton Union; x3717)
- Counseling Services and Wellness Programs (32 College St. and the Buck Center; x3145)
- Health Services (Dudley Coe Building; x3770)
- Joseph McKeen Center for the Common Good (Bannister Hall; x4133)
- Multicultural Student Programs (Moulton Union; x3048)
- Office of the Dean of Student Affairs (Moulton Union; x3149)
- Resource Center for Sexual and Gender Diversity (24 College St.; x4223)
- Residential Life (Moulton Union; x3225)
- Student Activities/Student Life (David Saul Smith Union; x3201)
- Student Health Insurance (Dudley Coe Building; x4284)
- Upward Bound (McLellan Building; x3559)
- Women's Resource Center (24 College St.; x3724)

These offices have all kinds of contact with faculty, for example, the Office of the Dean of Student Affairs works with faculty on advising issues, Orientation, academic honor code cases, petitions to the Recording Committee, etc.

What's defining about Bowdoin is our *coordinated approach and communication* in the interests of students.

The Academic Honor Code and Social Code

Academic dishonesty

Bowdoin has an Academic Honor Code and Social Code. It is detailed in the **Student Handbook** which is available on-line at (<http://www.bowdoin.edu/studentaffairs/student-handbook>). All students learn expectations and sign the Code during Orientation. A Judicial Board comprised of faculty and students and chaired by a student hears cases, determines responsibility (if any), and in cases where a student is found responsible, makes a recommendation regarding a sanction to the Dean of Student Affairs.

If you suspect a case of academic dishonesty, please DON'T handle it locally. Call Laura Lee (x7026), Asst. Dean of Student Affairs. Consistency is critical. Include pertinent information in your syllabus or on a special handout, i.e. how the Honor Code applies to your course. Please be explicit—leave no room for ambiguity.

Values of Our Learning Community

Bowdoin's learning community has a distinctive set of values and qualities which support individual growth and development. These values emerge from and reinforce the finest traditions and heritage of the College. By creating and maintaining rich relationships with the world beyond, the College prepares students for engagement in the local, national, and international communities and connects them with the larger Bowdoin family.

1. Engagement in active learning and inquiry - Such a community is characterized by a lively intellectual life of inquiry, discussion, debate, and respectful disagreement; vigorous pursuit of knowledge and understanding both independently and collaboratively; the highest standards of academic and intellectual honesty; and celebration of the arts through creation, performance, and appreciation.
2. Challenge and growth - A residential community brings together people of varying experiences, values, beliefs, and interests in the recognition that much learning and personal growth come through the creative friction created in contact with difference. Such a community also encourages its members to develop their own interests and talents as individuals and together in groups and provides opportunities for leadership and collaboration.
3. Freedom of inquiry and expression - A learning community encourages free expression of widely varying views; it challenges assumptions and values.
4. Mutual respect and civility of discourse - In a learning community, differences are prized and respected and disagreement is not meant or understood as personal animosity.
5. Concern for others - In a learning community, members care about their neighbors, encourage their achievements, and support them when they need assistance.
6. Shared responsibility for the community - A learning community requires honesty, high integrity, and personal responsibility of its members and expects that they will hold one another accountable for living up to these values. Members of such a community learn to collaborate with one another in solving community problems.
7. Friendship and fun - In a learning community members find close and life-long friends, relax together, meet new people, and enjoy life. Active and varied athletic, recreational, and social activities provide a context for healthy fun, as do the spontaneous activities of students.
8. Connection to the larger community - A learning community thrives in its relative isolation from the immediate demands and commitments of the world, but cannot accomplish its mission without meaningful connections that link it to that world outside. Learning is enriched through bonds between alumni, parents, and the College, through voluntary social service and political and social action that teach students by engaging them in the world, through appropriate opportunities to study in other settings, and through a lively parade of visitors to campus to share talents, views, and experiences.
9. Commitment to serving the common good outside as well as within the College - The learning community to which we aspire at Bowdoin values and supports the activities of its members which contribute to the quality of life at the College, in Brunswick, in Maine, and in the world beyond. The community offers opportunities to serve and celebrates the work of those who do so.
10. Affirmation of Bowdoin's history and its finest traditions - In a learning community at Bowdoin, members join together in solemn ceremonies such as Convocation and Commencement; at celebratory events such as Homecoming and Reunion Weekend; in myriad other recurrent events that remind the community members of their connections to one another and to the past and future of their College.

Resources for Student Advising

Note: Pre-major advising does not begin until the second year of a faculty appointment and is preceded by a training workshop for new advisors but informal advising is common and students will undoubtedly seek you out for advice.

Academic advising

Academic advising is perhaps the most important means by which a student, with the help of a faculty member, organizes his/her academic experience at the College. It is an essential ingredient of the Bowdoin learning experience. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment that typically takes place during the first year in college. Students must declare their majors by early in the fourth semester of their college enrollment and afterwards are advised by members of their major departments.

Only tenure track faculty who have been at the College for a year are asked to serve as Pre-Major Academic Advisors; however, there is all kinds of informal advising that takes place within and beyond the classroom. Students at Bowdoin College are expected to take responsibility for their own learning and decision-making. Toward that end, students are asked to consider and establish clear goals and priorities for their learning, recognizing that they may change over time.

Academic advisors may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor.

Resources for students in academic distress

- Pre-Major or Major Academic Advisor (see Bearings)
- The student's dean (x3149)
- The Baldwin Learning and Teaching Center (x3600)
- The Quantitative Skills Program (x3135)
- The Writing Project (x3760)
- The Counseling Service (x3145)
- The student's athletic coach (x3326)

Communicating about a student's academic performance

An electronic **Comment Card** system to report academic concerns or highlight achievement is available via the **Faculty and Academic Staff Gateway** (Course Related, Student Comment Card). This is a great mechanism for communicating with the student, advisor and dean. Failure cards are generated at the end of the semester and accompany grade reports.

Exceptions to academic rules and procedures

The **Recording Committee** (for a more complete description, refer to the **College Catalogue**), a committee of the faculty, meets every other week to consider students petitions for exceptions to academic rules and procedures, e.g. dropping a course after the deadline. Course instructors, advisors, Counseling, Health and Deans may provide input. The standard of judgment for an exception is an *extreme medical or personal circumstance*.

Students in Crisis or Need

On-call emergency contacts

You can reach the dean-on-call, the doctor on-call, or the counselor on call by calling Security (x3314) anytime after hours when classes are in session.

Why direct a student to the Office of the Dean of Student Affairs?

If you are concerned about an academic or personal problem and don't know where to turn, call:

- Janet Lohmann, Dean of First Year Students (x3489)
- MaryBeth Matthews, Assistant Dean of First-Year Students (x4190)
- Laura Lee, Asst. Dean for upperclass students A-B/Judicial Board Advisor (x7026)
- Jarrett Young, Asst. Dean for upperclass students C-M (x3866)
- Lesley Levy, Asst. Dean for upperclass students N-Z/Director of Accommodations for Students with Disabilities (x4187)
- Leana Amaez, Associate Dean of Multicultural Student Programs (x3048)

Why direct someone to Counseling?

Student disclosures are not unusual. Call Counseling if you are worried about a student. Bernie Hershberger (x3069) is the Director. You can also call the student's dean. **“Faculty Guide: Students in Distress”** is a very useful resource piece that can be found on the Counseling Service website (www.bowdoin.edu/counseling/studstress/index.shtml)

Students Privacy Rights Policies

The Family Education Rights and Privacy Act (FERPA)

Federal legislation (FERPA) has established guidelines governing the way in which colleges maintain and supervise students' educational records. The legislation seeks to guarantee that these files are used only for legitimate educational purposes and are not released outside the College without the permission of the student. The College's Student Privacy Rights Policies are detailed in the Student Handbook which is available on-line at

(<http://www.bowdoin.edu/studentaffairs/student-handbook/college-policies/student-privacy-rights-policies.shtml>)

“Education records” are records maintained by the College that are directly related to students. These include biographical and demographic data, application materials, course schedules, grades and work-study records.

As faculty members, you should know that a student's “educational record” does not include:

- information contained in your private files used only as a personal memory aid and not accessible or revealed to any other person.

When communicating information about a student, the best guide regarding appropriate communication is whether the person with whom you are communicating the information has an “educational interest” or need to know. If the person doesn't, then you shouldn't share the information. For example, if you are concerned about the health or well-being of a student, it is absolutely appropriate to contact the student's dean, the Counseling Service, or the Health Service. Similarly, if you are concerned about a student's academic performance in your course, it would be appropriate to contact the student's dean, advisor, member of the Baldwin Center, or the student's coach (at Bowdoin, we expect coaches to promote the academic success of their student athletes). However, if you are concerned about a case of academic dishonesty in your class, it wouldn't be appropriate to share the student's name with a faculty colleague but you could certainly seek advice and discuss the case without revealing the student's name.

Please be especially careful in your handling of grades. Grades should only be accessible to the student, the staff in the Registrar's Office, and the student's advisor, dean, and coach, if relevant. Note: Coaches do receive grade information for their student athletes at the end of each semester

Conversely, a student's dean will provide information about a student to you if you have an educational interest. The Dean won't give you all the specific details unless it's necessary or the student has given permission. For example, the Office of the Dean of Student Affairs will inform you that a student in your course has taken a Medical Leave of Absence but the student's dean won't tell you that the Medical Leave was the result of severe anorexia unless the student has given the dean permission to share that information with you.

Health and Counseling appreciate hearing your concerns about your students and will listen to all you have to say but by law they can't share medical information about a student without her/his permission.

Communicating with a Student's Parents or Guardians

It would not be uncommon for a parent to call you to discuss their student. Be careful only to share information consistent with the specific policies that follow, and if it feels like you are not the appropriate person to field the call, direct the parent to the person who is. While it's rare, parents will sometimes contact you by phone or e-mail to advocate on behalf of their student, perhaps about getting into a course or contesting a grade. Our approach in the Office of the Dean of Student Affairs is to listen and then ask the parents to have their daughter or son come see us directly. Our goal is to have students advocate for themselves although we recognize that there are times when they may be unable to do so.

Specific policies regarding communication with parents or guardians:

Consistent with Bowdoin's efforts to promote each student's personal growth and autonomy, and to preserve a climate of trust with them, the College will not release any information contained within a student's educational record to parents without the student's consent. However, when appropriate and as allowed by FERPA, the College does permit the release of certain information of dependent students (as defined by the Internal Revenue Code of 1986, Section 152) to parents without the student's consent. The specific instances in which Bowdoin will and will not notify parents warrant particular attention.

Note: The College reserves the right to notify a parent or guardian of their student's status in situations not specifically listed below if the circumstances warrant and if it is in the best interest of the student and the College community.

Notice of a Student's Academic Standing

The College believes that each student is ultimately responsible for his or her academic progress and performance. Therefore, Bowdoin communicates only with students regarding their academic performance. For instance, in an effort to foster students' sense of responsibility for their academic endeavors, grades, comment cards, and failure cards are sent directly to students and are not released to parents or guardians unless a student specifically requests in writing to the Office of the Registrar that they be released. While students are encouraged to share information regarding their academic progress with their parents, Bowdoin does not mandate it.

Academically, however, there are instances when the College will typically notify parents of a student's academic performance with or without the student's consent. Parents will be notified of a student's academic standing regardless of consent when there is a change of status, i.e., when a student is placed on academic probation, when a student is academically suspended, or if a student is academically dismissed from Bowdoin. In these cases, copies of correspondence with the student that outline the student's academic standing will be sent to the student's parents or guardian.

Notice of a Student's Disciplinary/Conduct Standing

During a student's tenure at Bowdoin, the College expects each student to take responsibility for his or her actions. Upon arrival at Bowdoin, each student reads and signs the Academic Honor Code and Social Code that serve as a standard and guide for students' behavior. Signing the pledge implies a student's commitment to uphold the principles and rules outlined in the Codes.

Since the Codes are meant to preserve the integrity and safety of the Bowdoin community, violations of either Code warrant a College response. Generally, the College

will communicate any disciplinary response to a Code violation directly with the student, and parents or guardians will not be notified, unless the student chooses to inform his or her parents. However, if the College response results in a change in the student's status (i.e., dismissal, suspension, social probation, and in some cases, reprimand), copies of correspondence with the student that detail the resolution of the situation will be sent to the student's parents or guardian. Likewise, Bowdoin reserves the right to inform the parents of any student if the student violates any Federal, State, or local law, or campus regulation governing the use or possession of alcohol or drugs.

Notice of a Student's Health/Welfare Standing

Information regarding a student's health and/or psychological welfare is protected by strict policies instituted to ensure the student's confidentiality. While students are encouraged to share information regarding their health and/or psychological welfare with their parents, without students' informed consent (typically in writing), the College cannot share this type of information with their parents or guardian.

Bowdoin recognizes, however, that situations arise in which a student may be unable to give informed consent, e.g., accident or alcohol poisoning leading to unconsciousness, psychotic episode, etc. If a student is transported to the hospital in a critical situation, the parent or guardian of the student will be notified. Where possible, the College will allow the individual student time to make direct notification to parent or guardian or explicitly identify a third party to make contact with the parent or guardian. In such instances when a student is being treated by an external healthcare provider, the College expects the external provider to determine the appropriateness of parental notification and undertake such notification when deemed appropriate. Having the external provider directly notify the parents ensures that parents receive the most informed and precise information regarding their child's well-being. In these cases, a representative of the College is always available for further follow-up by way of the on-call system accessible through the Bowdoin Security Office.

Likewise, if a student is deemed a threat to him or herself or to others, the College may decide to notify parents without the consent of the student. It should also be noted that the College shares health information with parents of students under the age of eighteen regardless of consent. The College may also contact a parent or guardian if it comes to the attention of school officials that a student has been inexplicably absent from campus for a prolonged period of time.

Class Absences

Student class absences for medical or personal reasons

Bowdoin does not have an attendance policy (refer to the **Faculty Handbook**, Conduct of Instruction, Attendance). Use your syllabus to define any attendance expectation you have. Health and Counseling do not write notes excusing a student from class or an exam. They will communicate with the Office of the Dean of Student Affairs which will inform you if the student can't be in class because of an exceptional medical or personal circumstance. Students are always responsible for missed work and assignments and they are expected to communicate with you as soon as they are able.

Student class absences for athletic conflicts

43% of Bowdoin students participate in intercollegiate sports. All students are responsible for all course material. In recognizing the educational value of extra-curricular pursuits, you are encouraged to make reasonable accommodations when conflicts arise, but you are under no obligation to do so. Athletes are instructed by their coaches to bring conflicts to your attention ASAP. Athletics works hard to limit conflicts. In advance of each season, Jeff Ward, the Director of Athletics, will share with faculty the travel schedule for teams. All concerns should be directed to Jeff's attention (x3016).

Classroom Accommodations for Student with Disabilities

Students with Disabilities

Lesley Levy, Assistant Dean of Student Affairs, is the College's Director of Accommodations for Students with Disabilities. She determines what accommodations a student should receive according to the ADA and notifies faculty about what you'll need to do. In some cases, this will mean creating opportunities for students to have extra time or a private testing space. Notetakers are arranged through the Office of the Dean of Student Affairs.

Funding

Student-Faculty interaction beyond the classroom

Students will sometimes invite you to do a talk, serve on a panel, attend a dinner, etc. Much of this activity will be based in the College Houses. Please participate whenever you can. Interaction with faculty within and beyond the classroom is what students describe as the most satisfying part of their experience. Residential Life (x3225) also has money available to help fund a special speaker, dinner, etc. in the College Houses.

Special funds for meals with students

The Office of the Dean of Student Affairs makes meal tickets available to faculty to promote student-faculty interaction beyond the classroom. You will be sent a few at the start of the year. Your Departmental Academic Coordinator should have some on hand as well.

The Office of the Dean of Student Affairs also has a small pool of funds so you can entertain students at your home. We will reimburse you \$6 per student per event with a maximum reimbursement of \$100 per event. No alcohol may be purchased with these funds. Submit receipts to Denise Trimmer (x3229) in the Office of the Dean of Student Affairs.

Special funds to support student research

Cindy Stocks, the Director of Student Fellowships and Research, administers the Davis Fund (for undergraduate interest in international affairs) and the Roberts Fund (to help underprivileged scholars do research in any field.) Student requests should be directed to Cindy (x3607) and accompanied by a letter from the faculty member with whom s/he is working.

Special funds to support students with unexpected needs

The Office of the Dean of Student Affairs has some grant and loan funds available to help meet emergency needs for students. For example, a high need student may need to return home suddenly because of a death in the family. Contact should be made with the student's dean.