

SAL minutes 9/19/2018

Julianne, Doug, Leslie, Alan, Myrna, Marianne, Jonathan and Rich were present.

Common experience instead of common read...watching and reading about a common theme. Could we curate a set of materials for a common theme? We do want a good writing sample which we need to consider. At Franklin they brought the author as the speaker to discuss the common read. Is that something that we can do? It was an engaging experience for the students. Good idea to expand outside of reading..podcasts, documentaries, etc. Do we have to use the word "common"? The idea of sharing in dialogue is important...students are trying to find their voice. As we talk about diversity and inclusion, the concept of sharing is very important. Another approach to the writing sample would be to have students providing a writing sample after hearing from the author of the reading. What are the goals regarding the common read? Need to consult prior meeting minutes and discuss further. Preliminary results indicate that student perceptions regarding the common read are not as favorable as other first year orientation experiences. [From May17, 2017 minutes: common read should clarify who we are as a community, also exposing students to difficult issues is important.] Need to consider timing, especially if we'd like the author to speak.

Demonstration policy. Meeting with students (15-20), Dorian Shager to clarify and explain the policy. Changes that were made over the summer...interruption versus disruption...students understand the difference, but there is still talk about the language. Third paragraph of policy. DePauw student, faculty and staff..."organize" is a point of concern also. Also "orderly manner". Students propose adding examples so that everyone knows what the language means specifically. Students feel that examples should not relate to demonstrations that have already taken place...the examples should be generic. Another concern is who exactly sat on the demonstration response team. Is the team diverse? Dorian mentioned that 15% of the demonstration response team identify as people of color or other marginalized identities. Students are unhappy in that they feel that demonstrations are being policed. Dorian explained the rights students have at the university. Violations of the policy go to community standards. There are six sanction levels of the code of conduct with examples. How do we get people on campus to step in to let students know that they may be in jeopardy of violating the policy? How do we have these conversations before? If students know the policy, they can make a judgment regarding the policy. Another concern is visibility...why was only one person at the discussion? Due to others not being invited. Students plan to have this discussion every semester and invite all students and members of the demonstration response team. Can we be proactive about preparing students for potentially polarizing campus visitors?

Statement of shared values has been sent to DSG. Marianne will provide feedback.

Decision day for junior class. 10/9 will be the academic banquet 6-8pm in A and B at the Inn. 10/24 there will be an academic fair in the UB 6-8pm.

It would be great to get feedback regarding when has a tradition gone amok? Some things are happening in the middle of the day that are problematic. Some of these things are illegal and will leave a record. From a student life perspective where do we go with that?

We are trying to raise school spirit. Old Gold week (9/24) Monday: wear your stripes Tuesday: underclassmen wear gold or yellow, upperclassmen wear black Wed; DPU attire Thurs:color wars, black and gold Fri: gala