

**April 30, 2015**

**AALT**

Present: Bill Heineman, Kim Burns, Grace Young, Donna Bertolino, Carolyn Cohen-Knoepfler, Mary Farrell, Mike Hearn, Sharon McDermot, Shar Wolff, Nancy Julin, Janice Rogers, Judy Zubrow, Diane Zold-Gross, and Dawna Perez

Guests: Bonie Williamson, Sue Shain, Deb Naudzunus

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Bonie Williamson, interim dean of student life, gave a presentation about the role of dean of student life, student development theory and models and the intersection of those things with the institution's overall philosophy of working with students in need. There are some elements of the dean's role that are common across all schools: overseeing extra-curricular activities, orientation, student engagement and student clubs and activities, counseling and the code of conduct process. Some schools have additional units under the dean of student life beyond those core areas. The dean's role is that of an administrator, but also that of student advocate. Utilizing the student advocate lens is essential for the dean of student life. Bonie went on to summarize psychosocial theory, racial/ethnic identity theory, optimal dissonance and other helpful contextual frameworks from which we all must decide how we want to agree to work with students who have behavioral, disciplinary or care and concern issues.

Bonie emphasized that both before and after any discussion of the code of conduct policy and sanction, we must always be sure to make students feel as though they matter, irrespective of the behavior or academic standing that brought them to a dean. She talked about the distinction between a code of conduct focus which looks at facts and "what happened" as opposed to care and concern cases where "why it happened" and the narrative around the incident is valued higher than the 'what'. In the three months she has been here, Bonie cited about 40 cases that have come to her, with an equal balance of care and concern vs. code of conduct. She brought up a few cases to illustrate how she views the need of the institution to decide its philosophy on treatment of students: Do we call a homeless student who is found in a closed building at 2 AM a trespasser and turn him/her out to the street when it's snowing and subzero temps, or do we handle it another way, case by case, bearing in mind the liability of the school in various scenarios? How do we ensure that public safety officers, faculty, staff and administration are all on the same page as to how we handle cases? Do we mandate counseling? What is the process of re-entry for students who have just been released from psychiatric hospitalization? These will not be easy conversations to have, but Bill admits they will need to happen, just as he is speaking in depth with Lane on the leaderships' philosophy of our approach. Likewise, there will need to be even more cooperation and collaboration between academic affairs and student life going forward. We ultimately want to create a supported environment for students where they are still held accountable. More to come.

The second topic of today's meeting was about summer course cancellations. Courses were reviewed, some with very low enrollment switched to directed study, and others to be watched for another week.