

Attendees:

- ✓ Heidi Miller
- ✓ Jen Caruso
- ✓ Julie Van Grol
- ✓ Genevieve DeLeon
- ✓ Damon Stanek
- ✓ George Hoagland
- ✓ Gabriel Ruegg
- ✓ Jaime Anderson
- ✓ Lynda Monick-Isenberg
- ✓ Shannon Estlund
- ✓ Stephen Rueff
- ✓ Gerald Ronning
- ✓ Natasha Pestich
- ✓ Grover Hogan
- ✓ Sarah Maude-Griffin

Chat transcript:

Julie Van Grol 8:21 PM

Totally agree.

Lynda Monick-Isenberg 8:31 PM

Thank you Grover and Sarah, for your care, for your commitment, for your leadership

Heidi Miller 8:33 PM

Yes! Thank you for sharing your feelings and thoughts.

Damon Stanek 8:34 PM

Grover and Sarah, thank you for bringing light to these concerns.

Julie Van Grol 8:34 PM

Sincere thank you to Grover and Sarah!

Grover Hogan 8:34 PM

thank you!!!

**Notes**

Grover:

Sharing students' concerns

- Delayed Spring 2020 Commencement
  - Seniors not excited about the delay
  - Concerned about larger number of graduating students
- Liberal arts faculty not being as lenient as studio faculty

- This is about workload and, as echoed below: Remote learning has increased issues around accommodations especially around reading, comprehension, and composition.
- Students are seeing arts and studio practice as a way to respond to the current moment
- Research requirements and essay length in liberal arts classes are named as key challenges
- Internships for rising seniors
  - Many internships canceled or unavailable summer 2020
  - Internships during school year impractical for many students and hard to find
  - Any possibility of leniency on requirements?
- Students sometimes feel that their problems are too insignificant to raise with faculty
- Faculty should make it known at the beginning of each class that they are open to talking with students about their struggles, but won't pry
- Students didn't feel they had a voice to speak to the faculty as a whole
- Send notes/summary of this conversation to all students

Sarah:

Sharing students' concerns

- Echoes Grover's
- Students with disabilities are more severely affected by remote format, especially for those with learning disabilities
- Lack of centralized communications
- Confusion around pass/fail and its ramifications
- There's no centralized public forum for students to communicate their independent initiatives to other students, and faculty (no place to put up "posters")
- Students are caring for each other; no common space
- Many students in "essential" service jobs which are physically and emotionally taxing, find it hard to concentrate on schoolwork due to fatigue and/or stress
- Students don't think it's worth the risk in talking to faculty about external issues because of past experiences, it takes a lot of energy to open up about personal/external problems
- Faculty should emphasize that lines of communication are open; let students know each class period, explain it can be as simple as "Hi Professor, I need a few more days on this assignment"-- establishes trust between Professor and student, takes away labor of explaining every extenuating circumstance

George:

- Acknowledge intimidation factor of talking to large group of faculty
- A structural problem

Gen:

- The spirit of this listening session is to help faculty tune into students' values, and collectively bear witness
- Acknowledge different equity lenses
- Use student language to inform the way faculty talk about students

Jen:

- Shares possible outcomes of this listening session, asks students what they want
- Will share in faculty meetings, will share notes with all student list.