

Meeting of the General Assembly

8 February 2017

Daggett Lounge, Thorne Hall

- I. Call to Order
- II. Roll Call
 - a. Missing:
- III. Approval of Minutes
- IV. Public Comment Time
 - a. Stand Up To Trump. Kiki: 9 students met with President Rose today and provide a list of demands along with a petition. Bowdoin is doing a lot for undocumented students and other students who are directly affected by Trump's executive decisions. The group requested more transparency with the student body as a lot of the things the college is doing is kept private.
 - b. (on the first demand) Emily: Goal is to pressure college and support DACA and aid for undocumented students. President Rose agreed with this, he said we should encourage students to be active in the streets (protest) and he has been in contact with government offices to demand protection of students who are effected by Trump's policies. There is some debate over whether Bowdoin is taking a political stance by doing this. Bowdoin should protect its students' safety and rights. President Rose has a unique role to play by having a huge platform to speak for vulnerable students.
 - c. Ama: during the conversation with President Rose, they requested to protect undocumented students if federal officials do show up on campus. President Rose

doesn't see a reason for it, because it won't likely happen on this campus. He thinks we should be preemptive and not reactive. He has not set up procedures when this does happen.

- d. Olivia: they suggested extending relevant information to the alumni network that might be affected. President Rose thought that the alumni would have their own networks to navigate these issues. The distinction should be made between alumni who are established alumni and recent graduates who might not have a network yet.
- e. Kiki: Salim Salim and Mohamed Nur will be speakers at the rally, which will be followed by a debriefing of the meeting with President Rose. The group of students also requested the college provide help for students who are adversely affected by these policies. They asked if Bowdoin could provide financial aid to people whose financial is adversely affected by this. President Rose agreed with this, saying there is enough money to support these students if it came to that.
- f. Ben: There is a desire for transparency of what the administration is doing behind the scenes, but President Rose did not want to disclose everything that was happening, why? Kiki: He didn't give a reason – he thought he's been as clear as possible. Ben: I'm sure that their lack of transparency might be because of safety issues. Olivia: concerned for students that need this information and it isn't reaching them
- g. Irfan: Rose encouraged students to go protest, but did he say how Bowdoin could facilitate this? Emily: He didn't say specifically how Bowdoin would use its

resources to encourage students. But he is using his microphone and platform – including his email list.

- h. Carly: as VP of Facilities, she can help get students transportation to these events. If students come to her with a request for transportation, she'll provide it within reason. This resource isn't only exclusive to certain groups or for certain causes – it's open to all students. Irfan: Van is \$30 for one use. But Carly's budget is limited. Kiki: Can Bowdoin allocate funds to transportation? Evelyn: McKee center? Quincy: There is a fund for students to go out to events that can enhance a student's college experience. You just need to contact Quincy for information.
- i. Riley: Executive Board sent out an email with information to organize when the first executive actions were passed and protest were happening. The executive board is a great resource.
- j. Jack R: On the demand requesting prevention of federal officers from entering dorms: They cannot enter without a warrant. I think preventing this would lead to some altercations. Ama: President Rose said Bowdoin college won't allow federal agents to come into the college.
- k. Overview of demands, Emily: Pushing the government offices to keep DACA and similar policies that help undocumented students. Pres Rose signed a letter with other institution and sent it the White House. He had people calling congress and he called congress himself but he didn't make this public. Kiki: they identified students who might be at risk and have been provided pro bono legal services. But the group is concerned that some students might fall through the cracks. There is a concern over the possible termination of federal financial aid

for students who are at risk and students who might lose sources of income as a result, but Bowdoin will provide financial assistance to these students. They (student group) also request more transparency from the administration with the Bowdoin community.

- l. Ural: Great work. On the pro bono immigration lawyers – the college has identified students at risk. But how did they identified these students? Victoria: The administration only said they were reaching out to those students. Not very clear on the standards they used. There will be a letter published to the Orient.
- m. Bethany: on the de-escalation procedures, why did this not get more attention? President said that it wouldn't be likely to get to that point and doesn't think it's necessary. Maggie: physical harm or feeling threatened – when do these procedures get enacted? Kiki: when they feel threatened - students cannot have productive academic careers and cannot focus on school when they feel threatened or unsafe.
- n. Kiki: Rally on Thursday, two speakers, Smith at 1 PM, the demands will be read and talk about steps to move on from here. They invited President Rose to rally.
- o. Joe: There was a widely covered rally in a college and trump threatened to withdraw federal funding for the specific school. What happens if the whole school becomes threatened and targeted form Trump's policies and reaction to protests and rallies? Kiki: More colleges are doing a lot more than we are publicly, and they have not been threatened. Bowdoin has not done a lot and has never been the leader of change. Joe: What happens if the trustees reject the proposal? Where do we go from there? Victoria: we should hold the institution

accountable - that is our goal. We're aware that the trustees might not accept it.

We just need to rally together as a student body to stand up for these issues.

Emily: The list of demands that were put forward have been done by other

colleges. Tessa: The student body is already affected by the policies implemented,

so putting ourselves out there shouldn't be an issue.

p. Maggie: We should make sure that going after this, we should refrain from using combative language.

q. Evelyn: We should be aware of how trustees and alumni will react to our activism, it might make some alumni want to stop providing funds. (in reference to the alumni reaction of the biased incidents last year) Victoria: it's a different case, because before it was a local issue and on pc clture. This is a national issue of safety and protection. Emily: it is possible that some alumni might react negatively, but we're sure more will react positively.

r. Ben: How can BSG help you? Kiki: The feedback from presenting this information was great and helps us now how to move forward and how to make our front stronger. Victoria: This was really helpful with finding out where we can receive funds to organize.

s. Nathan: please reach out freshman class

t. Irfan: contact SAFCC to bring in procedure training, or bring them to a college house.

u. Jack R: This is a really thoughtful way to make demands for students. The demands are largely constrained to the college. Demand 1 seems a little vague,

the college should only take a stand on a political agenda if it directly affects the student body.

- v. Joe: Bowdoin education transcends the classroom, bring back the federal aid problem. In terms of long terms affect and large scale scope of what trump presidency means, please consider how our activities can affect federal funding. As a benefactor of federal aid, this is an issue close to me. The demands are vague and I thinks they should be extremely thought out before presented in preparation of backlash. Emily: We don't want federal funding pulled from the college, but with the demands presented, I don't think that is a current issue.
- w. Kiki: Please contact the student group with ideas or if you want more information.

V. Introduction of Guests

- a. Dean Scanlon with BCQs
 - i. Issues of diversity are important to her and increasing the diversity in the faculty. Vague questions in BCQ can lead to biases in evaluations. There is a really strong correlation with ambiguity and bias. They had to make sure that the questions they asked would actually reveal what they would really want to know. Make questions specific to rule out bias. They had this initial goal that they couldn't get the information they wanted by keeping the same questions and the number of questions. They recognize that the questionnaire is long with a lot of questions. Have half the students to do the new BCQs online. Will time them on how long it takes. The other half will do a paper one and suggest which questions are helpful, which are not, what could be changed.

- ii. Dean Scanlon: we got samples of course evaluations from 20-30 peer schools and thought of them as practices. We brought self-reflection to the front, because we wanted them to place themselves before they
- iii. Ural: What are some of the biases that you mentioned before? Dean Scanlon: a lot of studies show biases towards gender, ethnicity and race, not saying Bowdoin students do, but it happens. Avoiding “like” questions, it should be geared towards the learning. We came up with a list that’s too long.
- iv. Leah: What are the roles of BCQs? Scanlon: They should be helpful to the professors in bettering their teaching strategies. To look for repeated patterns that have showed bad results. Pay increases. Promotions. Tenure.
Leah: how does the self-reflection affect the professor’s evaluation?
Scanlon: it indicates the level of effort put into the class, if the BCQ has low scores and you see that the student wasn’t trying, then that can be a reason for the low scores
- v. Beatrice: first year, so she didn’t see the old ones, wanted to see it.
Scanlon: the old one was still helpful, but it could have been improved.
- vi. Reed: the question asking why I took the course is a great question as its very telling of the relationship between the student and professor – if they did for it being easy. Scanlon: our concern was that by specifying, the student might be revealed to the professor. Try to maintain anonymity.

- vii. Katie: using “inclusive” in the teaching effectiveness section is vague in that does the student feel like their ideas are not being accepted or are they not included in the classroom because aspects of their identity?
- viii. Jack A: It doesn’t seem like there is much of a difference between the elaborate questions in the end of each section, because by writing them, they ended up melding together and intersecting.
- ix. Henry: as a summary question, the old one for number two was better than the new summary question?
- x. Reeder: The talking about class outside class question: some subjects are more open to discussion outside of the classroom – organic chemistry is harder to talk about outside the class than a sociology class. There will be bias there.
- xi. Evelyn: the first two questions in section 1 seemed very similar. What is the difference? If it is intellectually challenging then it will foster intellectual growth.
- xii. Harriet: There’s a difference between effort put in and engagement to the subject. There should be an independent question asking about intellectual engagement – differing from the effort given to the class.
- xiii. Leah: The instructor’s methods question – this can be biased, if the student didn’t respond well to a method that worked for other students.
- xiv. Jenna: it’s good that you teased out some of the summary questions into the multiple choice as a lot of people skip over them.

- xv. Ian: TA questionnaire. Scanlon: we have separate BCQs for lab assistants
but not for TAs.

VI. Old Business

VII. Reports of Committees

- a. Student Affairs—*Benjamin Painter '19*
- b. Student Organizations Oversight Committee—*Kelsey Scarlett '17*
- c. Academic Affairs—*Evelyn Sanches Gonzalez '17*
- d. Facilities & Sustainability—*Caroline Rutan '19*
- e. Student Activities Funding Committee—*Irfan Alam '18*
- f. Executive Committee—*Harriet Fisher '17 / Reed Fernandez '17*

VIII. Reports of Members

- a. Class Councils
- b. Multicultural Coalition
- c. Inter-House Council
- d. Entertainment Board
- e. Athletic Council
- f. McKeen Center
- g. At-Large Representatives

IX. Report of the President—

X. Announcements

XI. XI. Adjournment