



MEREDITH HERALD

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Educating Women to Excel

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WEATHER

TODAY: Mostly Sunny.
Low 58, High 76.

Thursday: T-Showers.
Low 36, High 64.

Friday: Sunny. Low 32,
High 56.

Saturday: Partly Cloudy. Low 41, High 58.

Sunday: Mostly Cloudy.
Low 45, High 62.

Monday: Showers. Low 44, High 59.

Tuesday: Partly Cloudy.
Low 42, High 61.

Source: www.weather.com

Information retrieved
Tues. Nov. 13 at 4:30
p.m.

Interview Answers Questions about Appropriate Parental Involvement

Chelsea McGlaughlin
Staff Writer

Regarding parental involvement, how much is too much? How much is not enough? Dean of Students Ann Gleason often ponders the nature of the parent-student relationship in her work at Meredith. She says, "Many students in this current generation welcome their parents' involvement in their lives and parents can be instrumental in supporting and encouraging their children through the developmental process. I recognize that it is challenging for students and parents to redefine their changing relation-

ship so that parents are still supportive while recognizing that their children need more independence. I think the healthiest parent-child relationships are those that provide a balance between challenge and support."

No matter how well intentioned or curious a parent may be, Meredith is required by law to protect student privacy. Gleason explains, "FERPA, the Family Educational Rights and Privacy Act, requires Meredith College to protect the confidentiality of student educational records—for example, academic grades." (Refer to pages 168-169 in the

Student Handbook and Activities Calendar for the complete listing of Meredith's policy.) Sometimes parents do inquire about their students' progress in courses and their grades. However, "faculty and/or staff must have permission from the student to release this information to parents or the parents can prove that the student is a dependent student to obtain information."

What is the best balance of parental involvement and independence? Gleason says, "As a student development professional, I see traditional-aged students as developing/emerging

adults, but I also understand the parents' need for information. The best case scenario would be one which encourages communication, openness, trust and honesty between students and parents." Students should be able to communicate freely with their parents, but they should not have to talk with their parents before making every decision.

Perhaps technological advances have contributed to parental involvement in students' lives. Gleason says, "The increased use of technology in maintaining communication is definitely

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It's a Bird, It's a Plane, It's My...Parent?

Erin Etheridge
Amber McKinney
Staff Writers

On the popular website Urban Dictionary, the primary definition of a helicopter parent is: "The bane of the dean's existence. The parent who hovers and flaps his wings while the kid lives in his shadow. Particularly prevalent at high-priced colleges, where parents feel obliged (or entitled) to intervene on issues down to the candlepower of the lightbulbs."

Helicopter parents are those parents who just can't seem to accept that their child has grown up

and moved out of the house. Perhaps they're too attached to the PTA or sports boosters. Or maybe they refuse to cut what Middlebury College psychologist Barbara Hoffer refers to as the "electronic tether[s]" of email and cellular phones. Essentially, these parents feel as if they have to continue to be highly involved in their child's academic and social life.

College students, beware. According to the News & Observer, helicopter parents aren't just on surveillance missions any more: they're on the attack.

According to Justin

Pope, an education writer for the Associated Press, an experimental section of questions about parental involvement in college life was included in this year's National Survey of Student Engagement. According to the survey's website, the NSSE is designed for students "to provide information about [their] undergraduate experience, including [their] views about the quality of [their] education and how [they] spend [their] time."

The NSSE project is directed by George Kuh, Chancellor's Professor of Higher Education at Indiana University. The survey is adminis-

tered by The Center for Survey Research at IU and is directed by John Kennedy.

The data that is collected from the NSSE is shared with the participant's institution, and that institution can share its data with other institutions to see how it compares. The data is supposed to show how the undergraduates at a particular institution feel about their institution and their overall college experience. The institution may use the data it receives from the survey to identify areas

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