THE INSTITUTIONALIZATION OF FERPA POLICY: AN INQUIRY OF THE IMPLEMENTATION, COMMUNICATION AND KNOWLEDGE CREATION PROCESSES AT A MIDWEST HBCU

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ABSTRACT

The lack of research including HBCUs, the responsibility for institutions to interpret FERPA and the risks for loss of funding are all concerns with FERPA. Although FERPA regulations are vague, there remains the expectation of institutions to ensure practices are in agreement and compliant with the policy. The purpose of this qualitative case study was to examine the impact of FERPA on a Midwest HBCU through the perspectives of the faculty, staff and administrators. This study explored the institutionalization of FERPA with the element of analysis, to interpret how FERPA policy is communicated, implemented, learned and sustained to ensure institutional compliance.

The sample consisted of six participants from a Midwest HBCU with roles in the implementation of FERPA policy at a Midwest HBCU. The information gathered from interviews was analyzed as themes emerged. The data revealed that the faculty, staff and administrators showed evidence of FERPA training, practices and barriers with the policy. Other evidence that impacted the HBCU and supported this study included experiences, institutional culture, influence, interaction with parents, understanding and consequences of FERPA. Details of the analysis, results, conclusions and implications are discussed.