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First Year Seminar replaces IDS

By Greg Loughlin

Due to a shift in emphasis allowing more flexibility, professors are expressing excitement about the First Year Seminar (FYS) which has replaced IDS as Guilford's introduction to college studies.

The new course, which will only be taught by full-time professors, was designed to give them freedom to explore depths within areas of individual expertise that were previously unattainable under the IDS program. IDS originally required a common theme and a common reading list agreed upon by all the professors involved.

Beyond the course objective, to address the developmental needs of the first-year students with an interactive classroom dynamic, professors have "great leeway in subject and style," said Academic Dean Kathy Adams.

One goal of the FYS program was to regain faculty support, since over the years, fewer and fewer senior faculty had been interested in teaching IDS. Economics Professor Bob Williams suggested that increased administrative functions and the more time-consuming IDS program may have made faculty reluctant to take part.

According to education studies Professor Claire Helgeson, "We had to make so many compromises [in IDS] to get a common reading list, nobody was as excited about it."

Under FYS, the reduced need for cooperation lessens pressure on the faculty. Chemistry Professor Dave MacInnes, who coordinates FYS, reports that all the professors seem to be having fun.

"The goal to get the faculty back in

the course and excited has been met," said MacInnes.

Although professors are excited about designing their own classes, some professors noted that the cooperative learning among teachers in IDS was also important.

Williams, who has taught IDS and is currently teaching FYS, suggested that the shift was necessary in order to regain the support of senior faculty. He enjoys his FYS course, though he realizes, "At some point, I think the common time spent between faculty will be seen as valuable."

Religion Professor Mel Keiser enjoyed the shared learning between faculty which occurred in IDS and hopes it can be incorporated into FYS during faculty meetings.

"It was a kind of liberal arts education for faculty," he said.

Because the courses are taught by individual professors without a common theme, some professors questioned what unifies the FYS program as more than just a required course.

"We are searching for ways of finding commonality without using the same books," said MacInnes. So far, all faculty have agreed to teach library skills and have agreed to work on other goals during faculty meetings.

"One of the pleasing things about IDS," commented anthropology/sociology Professor Vernie Davis, "was that there was dissension among the faculty.... Both were able to see strengths and benefits of the FYS program. It seemed to bring together faculty who seemed to be locked into different positions. It was a way to say, 'Ah, here is a way that we both feel good about doing this.'"



WQFS was one of several student groups represented at Wednesday's student organizational fair.

Photo by Buffy Helbein

The move to full time faculty

"We wanted to be sure that we know the professors and that they know Guilford," commented Adams.

Helgeson sees the use of full-time professors with first-year students as a positive move.

"We need to invest our finest

teaching in the introduction to the college. It is an investment in the future quality of all our departments," she said.

However, FYS professors teach one less course in their department. To make this possible, the assignment of other classes has been reorganized.

For instance, the anthropology/soci-

ology department had to drop an African studies course so Davis could teach "Social Change," his FYS class.

However, Davis noted the "hard choices" to be made in any curriculum change. He is enjoying his FYS course and says the program is "off to an auspicious start."

CCE buckles down and survives restructuring

By Matthew Levy
News Editor

While the restructuring left CCE temporarily in doubt, the office has made the transition and is still serving roughly the same number of students. Reorganization of the Center for Continuing Education has not sharply reduced services, according to Director Mary Vick, but merely distributed many responsibilities around campus.

"The restructuring has made Continuing Education more fully integrated into the college, and more dependent on other departments, and so the work that was done by a larger group all identified with the center for continuing ed., is now being done by a number of other people," she said.

Preliminary statistics show the headcount of CCE students enrolled for credit dropping from 561 last fall to 540 this semester. Translated to the equivalent number of full time students, the number rose from 364 to 383.5. Final statistics will be calculated Oct 1.

CCE Senior Frances Quintis is not worried about the program.

"I haven't felt any effects of it yet. I think that's a good crew over there, and I think they'll keep us afloat," she said.

Out of the eight staff members last year, only Secretary Betty Asnip retained her job through the restructuring, and this led to worries about the

future of CCE.

"All of the positions were eliminated except for the secretary. If people looked at that and thought that was going to be the new structure, obviously the department was going to look a little lean."

However, before the end of academic year, three staff members were re-hired.

Vick, who was CCE's director of admissions and community programs, was rehired as CCE director. Teri Armstrong, formerly an academic adviser, and Julianne Potter, who was business and industry recruiter and admission counselor, have both been given the title Recruiter/Counselor/Adviser. Four people performed their functions last year, which have since been consolidated.

Two secretaries were not replaced, leaving only Asnip in that position. Cathy West, who was the associate registrar, summerschool director and

CCE academic advisor, is now the registrar of the entire school, replacing Floyd Reynolds, who retired on May 31.

"We are smaller this year, or as marines would say, leaner and meaner," commented Vick. "That doesn't mean that we four are trying to do everything that eight people did. We are trying to do a lot, but it would be impossible to do it all."

In the change, CCE admission has been absorbed into Admissions. CCE will still interview students, but the main campus will handle the paperwork.

Administration of summer school has followed Cathy West to the registrar's office. Career services have been integrated into the Career Development Center. The Options program, a faculty speaker's bureau, has been moved to peace studies.

In the biggest change from the perspective of students, faculty are picking up the advising of upper class students. While this was officially the case last year, a lot of the students stuck with the

continuing ed. advisers because they were available at night and easier to find, according to Vick.

"Probably the biggest challenge is to get students used to going to see the faculty [for advising]," she said. "Technically [before the restructuring] we were not supposed to keep all of them, but if you are a student who comes only at night, you are commuting after work, and your faculty member is here during the day, you are going to want to see us. But now our time is more structured and that can't always happen."

Vick feels the faculty will help curb the effect on students.

"All in all I don't think the average continuing ed. student is going to see a major impact on their lives. If anything, the faculty are very aware of what has happened, and that if they don't pitch in and help students, there is going to be a gap."

"The faculty have been absolutely

Continued on page 2

Index



Perspectives.....6



Features.....7



Sports.....14



News.....15