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SLRP II moves forward with student, staff endorsement

By Ryan Gordy and Abbey Dean STAFF WRITER & NEWS EDITOR

The second Strategic Long-Range January term. Plan (SLRP II) took another step toward approval with the endorsement of the CCE Student Government Association on Sept. SLRP committee, SLRP II's approval now hinges on input from faculty and final study. approval by the full board of trustees.

the president for planning and management, the administration is working hard to involve the entire community in crafting SLRP II.

"I've been encouraged by support from faculty as well as from CCE, SGA, Community Senate and the staff association," said Favolise. "We've tried very hard better."

nal SLRP, but focuses more on improving the academic environment and overall student experience.

appreciation of our Quaker heritage, mission, and values," said Favolise. "I believe the plan focuses on our core business of student learning and preparation. It builds on ditional and CCE students to gauge student

all that is unique and special at Guilford."

One of the most prominent elements of other SLRP II initiatives. the plan is the proposal to implement a

tion of three to four weeks in the academic calendar, enabling students to further pur-12. Already endorsed and supported by the sue academic interests through internships, Academic/Administrative Staff Support community and service learning, indepen-Association, Community Senate, and the dent studies, or even faculty-supervised research specific to a student's area of

"I look forward to the implementation According to Jeff Favolise, assistant to of a 'J term' for the entire community," said senior Cordelia McKusick. "It would be an effective and sustainable route to encourage Guilford students to volunteer in our community and on our campus."

conversation during the Sept. 14 and 15 faculty discussions of the SLRP II.

"(The Faculty) appreciate that the J term to answer questions and solicit input and is optional and that there are compensation ideas to make every aspect of the plan even models. The details of the I term have to be worked out with their involvement," said SLRP II follows on the heels of the origi- Favolise. "There is still some uncertainty. We are trying to answer questions and improve that aspect of the plan."

Guilford is currently trying to both pro-"SLRP II was conceived with a deep mote and explain SLRP II, evidence of which can be seen across campus. Flyers are posted to help spark student interest, and there was a survey in the Buzz for both tra-

opinion about the January term, among strengthen Guilford's academic reputation

This means SLRP II will affect both current and future Guilford students. The plan A January term would involve the addi- is designed to prepare students for life and intends to do this by executing strategic outcomes such as critical knowledge, communicating effectively, engaging responsibly, and learning experientially.

> Professor of Theatre Studies and SLRP Committee member Jack Zerbe said that these outcomes go beyond the general education and disciplinary centerpieces of a liberal arts education; they are the skills, knowledge, and values students need to succeed in the twenty-first century.

demic experience that produce knowledge The January term was a major topic of and skill in the way the world is changing," Zerbe said.

> In fact, some of the programs meant to prepare students for life after graduation include those that are already active at Guilford. Examples of such programs include the promotion of student, internships, semesters of study abroad, the introduction of the diversity plan, and a focus on service learning.

> "The focus of SLRP II is to strengthen Guilford's academic program and its related parts," said Zerbe. "The outcomes named in the plan have been chosen because they prepare students for success after college."

The plan is also intended to further service learning and the community."

and faculty visibility.

In the short term, outcomes will provide a strong academic foundation for students with the support of its faculty and staff.

In the long term, the plan will aid Guilford in providing more need-based financial aid, improve diversity of the student body, raise faculty and staff pay, increase the number of faculty and staff, and foster more program funding.

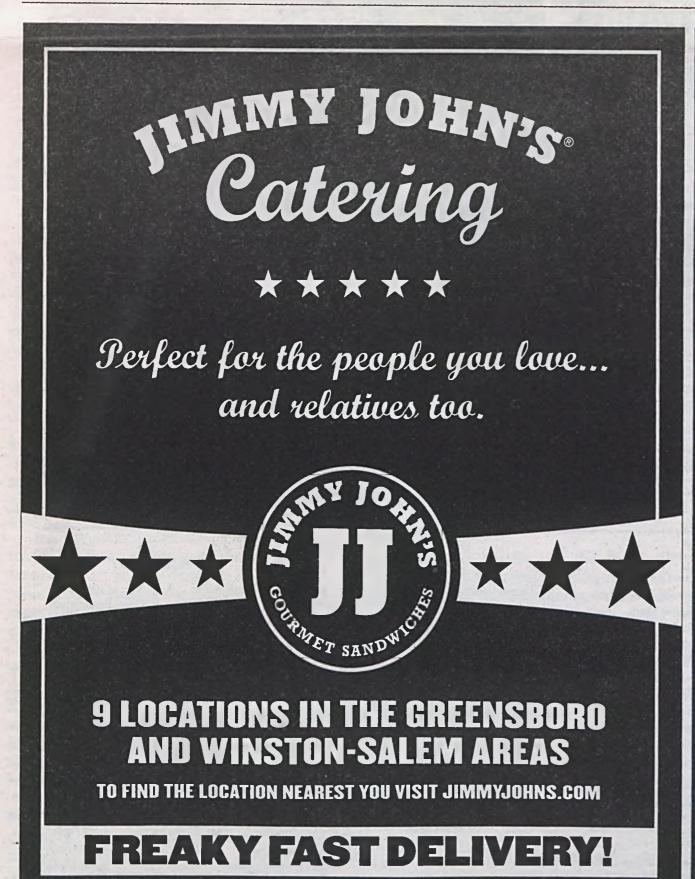
SLRP II further facilitates improvement of the academic program and the means for providing essential support where it is

In fact, a stated objective is that Guilford "The plan is striving for outcomes of aca- will "strive to increase student participation in service learning and improve links between these experiences."

This illustrates the importance of student feedback regarding SLRP II. The board of trustees only considers the plan for approval after the student governments, students, and other governance bodies have voiced their opinions.

Therefore, students are a deciding factor in the content and eventual outcome of the plan.

"I would like to see more investment in Bonner and multicultural education resources," said senior Bonner Scholar Juliet Carrington. "That way SLRP can facilitate the dialogue and better support



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