

SLRP II moves forward with student, staff endorsement

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STAFF WRITER & NEWS EDITOR

The second Strategic Long-Range Plan (SLRP II) took another step toward approval with the endorsement of the CCE Student Government Association on Sept. 12. Already endorsed and supported by the Academic/Administrative Staff Support Association, Community Senate, and the SLRP committee, SLRP II's approval now hinges on input from faculty and final approval by the full board of trustees.

According to Jeff Favolise, assistant to 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 to answer questions and solicit input and ideas to make every aspect of the plan even better."

SLRP II follows on the heels of the original SLRP, but focuses more on improving the academic environment and overall student experience.

"SLRP II was conceived with a deep 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

all that is unique and special at Guilford."

One of the most prominent elements of the plan is the proposal to implement a January term.

A January term would involve the addition of three to four weeks in the academic calendar, enabling students to further pursue academic interests through internships, community and service learning, independent studies, or even faculty-supervised research specific to a student's area of study.

"I look forward to the implementation 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."

The January term was a major topic of conversation during the Sept. 14 and 15 faculty discussions of the SLRP II.

"(The Faculty) appreciate that the J term is optional and that there are compensation models. The details of the J term have to be worked out with their involvement," said 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 promote 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 traditional and CCE students to gauge student

opinion about the January term, among other SLRP II initiatives.

This means SLRP II will affect both current and future Guilford students. The plan 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.

"The plan is striving for outcomes of academic experience that produce knowledge 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

strengthen Guilford's academic reputation 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 needed.

In fact, a stated objective is that Guilford 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 service learning and the community."

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COMMUNITY SENATE UPDATE

<p>IN PROGRESS</p> <p>(Already approved by senate, awaiting administrative approval)</p> <p>Recommendation for designated smoking areas</p>	<p>UPCOMING</p> <p>(to be discussed at Sept. 22 senate meeting)</p> <p>Community Senate Bylaws</p> <p>Public Safety & Students</p>
<p>ACCOMPLISHED</p> <p>Endorsement in principle of second Strategic Long Range Plan</p>	<p>YOUR IDEAS & INPUT</p> <p>Contact: Senate@guilford.edu or Senate President Dana Hamdan hamdands@guilford.edu</p>