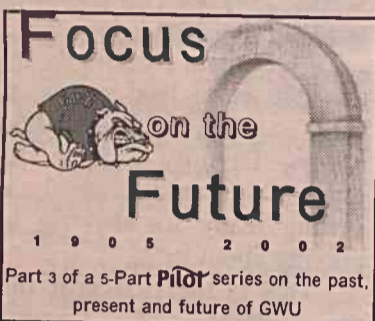




Administration, faculty working together



Jennifer Menster
Pilot web editor

Almost everyone at Gardner-Webb would agree that the faculty's job is to teach and the administration's job is to guide the University into the future. For almost 100 years, they have formed a team dedicated to improving life for past, present and future generations of GWU students.

But Gardner-Webb is changing, and the relationship between the administration and the faculty may also be changing.

Take, for example, the

move to Division I athletics. When the administration announced that Gardner-Webb was applying for D I status, it came as a surprise to many of the faculty.

"I think the faculty should have had a say in the decision," said Fine Arts Professor Carolyn Billings, who, like many other professors, claims the administration did not seek faculty opinion before the proposed move.

According to Billings, the faculty's primary concern with the move to Division I is the effect it will have on the quality of education.

"We do not want to see any educational program money going to the move," she said. "The bad part is we do not have any figures to know if it is or isn't."

Under the current system, there is only one way for the faculty to ask this, and similar questions, of the administra-

tion: go through Gil Blackburn, Vice President and Dean of Academic Affairs.

First, the faculty member shares the concerns with one of several faculty committees which relays the information to Blackburn, who discusses it personally with GWU President Christopher White.

According to Blackburn, that is the way the system has worked since the faculty constitution went into effect more than 30 years ago.

"I am the spokesperson for the faculty," said Blackburn. "It's not false to say that if a faculty member has a concern he or she cannot talk to the President, but it's not a good thing to go over a supervisor's head. It's courtesy to go to me first."

Blackburn said, as faculty chairman, he has always represented the faculty with concern and interest and never hesitated to tell the President what the

faculty feels.

Some faculty members however, feel that the current system needs revision.

While there are faculty committees dealing with academics and athletics, there is no faculty voice in one of the administration's most difficult annual decisions: the budget.

"I feel the faculty should have a voice in the budget," said Billings, who is chair of the Administrative Advisory Committee.

"I feel like we should have a budget committee. I don't know if a committee is the answer, but at least we will know more than we do now," Billings said.

Not only is the faculty excluded from determining where the money goes, but many of them never even get to see a copy of the budget.

Billings remembers when the administration used to hand faculty members synoptic

copies of the University's spending every year. That's no longer the case, and it has faculty members like Biology and Anatomy professor Tim Zehnder, wondering why.

"I would like to see the overall budget," said Zehnder. "I don't want to know every little detail, but it's nice to know general information."

It was the search for more information that prompted the faculty to become a little more vocal last week.

At a faculty-administration meeting March 27, the members of the Faculty Development and Improvement of Instruction Committee (FDIIC) took a list of questions and concerns from faculty members.

The questions were then sent to White, who addressed them at a meeting on March 28. The Thursday morning meeting

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Sweating the summer—Find an internship

Jessica Webb
Pilot photo editor

As springtime approaches, thoughts of relaxation are on everyone's mind, but so is the popular, or rather annoying, question "What are you going to do this summer?"

The same old job that you have had since high school is probably an option, but so is an internship or summer job in your field of study.

Holly Sweat, director of career services, suggests that students get an internship or job in their field of study between their freshman and sophomore years.

Sweat also stated that if students wait until their junior or senior years, it might be too late for them if they decide they do not like their field.

"Your career is an extension of who you are, so it's important to figure out what you are excited and passionate about," said Sweat. "Being exposed to various jobs helps you identify where your skills, interests and abilities lie and

then you'll have a better understanding of what you want to do."

Sweat lists four reasons that students should have an internship. First, it helps students know if that is what they want to do.

Second, it allows students to get work experience. Sweat stated that most employers want a four-year degree plus some experience in their field.

Third, it is a chance to talk to people who are actually doing the hiring to see what major is the best for that particular job.

Finally, and most importantly, it is a chance to network.

"People hire people that they know," said Sweat. "It is all about networking and making connections."

It may be overwhelming to try to

find an internship in a certain field, but Sweat suggests looking at all resources and networking.

"The best place to look for internships is to start networking. It doesn't

have to be just to the people who hire. Look at all resources: family, professors and career services and then apply," said Sweat.

Sweat told a story of a student who went to the alumni reception provided by career services and did not find anyone who was in her field, but instead she found a woman who knew her next door neighbor could help.

Junior Katrina Paulino, an ASL major, also believes in the importance of networking. Paulino is actually in her second internship and is looking for a third for this summer.

"The deaf community is heavily

"People hire people that they know. It is all about networking and making connections."

Holly Sweat