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Security Director Weedon resigns



File photo

Weedon (right) has resigned effective Oct. 1.

Gail Kasun
News Editor

Director of Security and Safety Mary Ann Weedon has resigned effective Oct. 1.

Weedon "refused to do an exit interview," according to Joanne Denny, Security and Safety secretary.

Roger Nebel, interim coordinator, did not comment when asked about Weedon's resignation.

Provost Dan Poteet said, "As far as I know, Mary Ann is leaving to pursue other interests."

"She has certainly done a good job here in a very tough position," he said. "Everyone at the college wishes her well."

"We will maintain the same level of a safe and secure environment [after Weedon's departure.]"

According to Poteet in Guilford's *Community Newsletter*, "The college has taken several interim and temporary steps to bol-

ster security both for special needs between now and Oct. 1 and for the short run thereafter, involving unarmed part-time professional security guards, who have campus security experience and who will support our student officers."

The search to fill her position will start after a broad review of security by Ad Council of "factors such as reporting lines (Maintenance Facilities Planning, Engineering and Safety or Student Life), staffing levels, the possibility of contract approach, and what might be termed the tone, or perhaps philosophy, of campus safety," according to the *Community Newsletter*.

Poteet said that the major supervisory responsibility will shift to Art Kopschak, director of grounds and maintenance, and responsibilities will be given in a lesser extent to the Human Resources Department.

Human Resources Manager

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Grade inflation at Guilford?

Chris Hosford
Staff writer

"A: Excellent, B: Above average, C: Average, D: Passing, F: Failing." So reads the grade interpretation guide included on the mid-semester and semester grade reports of every Guilford student. However, serious questions have arisen about the accuracy of these interpretations and the Guilford faculty's adherence to these guidelines.

In the spring 1993 semester, 62% of the grades awarded on campus were As or Bs.

This may seem like good news to most students.

"There are some smart cookies on this campus. It's a private college. People pay a lot of money to go here. Why shouldn't they do well?" said junior accounting major Eleanor McEntee.

But are Guilford students that smart? Some professors say, "No."

English Professor Rudi Behar said, "We have extraordinary students, but too many are getting As and Bs for what I consider to be C work. It's not good for the students and it's not good for the college."

"I think that kind of grading is

extremely unfair to the students who are capable of doing more. I start just about an inch above their heads and ask them to grow."

Political science chair Bill Schmickle said, "When I was coming up in college the competition for As was fierce. The campus was always quiet. The library was always crowded. You couldn't find a place to sit. It's a different world now. Academic standards aren't quite what they once were."

Guilford may be following a national educational trend towards grade inflation. Grade inflation occurs when relaxed academic standards lead to increasing grades for work of decreasing quality. The net effect of this is that the higher grades are devalued.

Students who receive inflated marks in college might falter at the graduate level.

According to Behar, "The false As and Bs wouldn't stand a chance in graduate school."

An article in the Apr. 27, 1993 edition of *The Wall Street Journal* reveals that 80% of the undergraduates at Princeton get nothing but As and Bs and that only 8% of Stanford students get Cs and Ds. There are no Fs at Stanford.

Behar said, "It's not just

Guilford's problem. It's the nation's problem."

Academic Dean Kathy Adams said, "It's a national trend, but we're still concerned about it."

Political science professor Lou Fike said, "Grade inflation is the academic equivalent of bad money. It's Grisham's law applied to education. Soft grading drives out stringent grading."

There are a number of possible causes of grade inflation. According to Fike, the trend can be partially attributed to an institution's vested interest in retaining its students in an era where college enrollments are slightly depressed.

Behar attributed the rise of grade inflation to the "self-esteem" movement in education that attempts to bolster a student's confidence through easier grades and high praise.

Adams said "Too many students enter college having gotten As and Bs in high school and expecting more of the same in college."

The Wall Street Journal article found the origins of grade inflation in the Vietnam era where sympathetic professors often awarded poor students higher grades to help them escape the draft.

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Women's studies major in the works

Ann Witt
Staff writer

A women's studies major is in the process of being implemented at Guilford. While there is no set date for this implementation, talks with key faculty members confirmed that the process is on-going.

Dr. Maritza Almeida, professor of Spanish, is the current chairperson for the seven-member Women's Studies Committee overseeing this process, a rotating committee chosen by a faculty nominating committee. The committee includes four professors, one part-time faculty member, and two students studying women's issues.

According to Almeida, before you can create a new major, you need to make sure enough "resources" are on hand. "Money (at Guilford) has been tight" she said. The major would ideally be implemented without adding any new faculty. Although Almeida stated that the courses for the major are available, courses need to be given

on a regular basis: "Students need to be able to graduate on time."

Guilford currently offers a humanistic studies major that allows students to choose women's studies as part of a double major. However, there is no established women's studies major as part of the school's set curriculum. Instead, a women's studies concentration is available. The concentration was established in March of 1983.

In order to become a part of the curriculum, a proposed major generally goes through several channels. A proposal is made, generally by a committee. This proposal is submitted to the Curriculum Committee. The proposal must then be approved by the faculty as a whole. Only then may a major be established.

The proposal for the women's studies major may be submitted first semester to the Curriculum Committee if "everything looks feasible" Almeida said. The proposal may then be submitted to the faculty second semester. According

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