

## Discussion continued on equality in the cafeteria

### Alleged discrimination raises strong community response

BY BEN DEDMAN | STAFF WRITER  
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On Nov. 1, more than 30 students, faculty, and staff gathered at the smoker's gazebo behind Founders Hall to continue a discussion on race relations and equality among cafeteria workers that began a month earlier.

Students voiced their concerns about alleged acts of discrimination in the cafeteria kitchen and the measures employees can take to make their complaints known.

According to Dining Services Manager Michael Watts, no one has come directly to him with discrimination allegations, though he has heard stories "through the grapevine."

"There's really not a lot of people speaking out because of fear for their job," said a cafeteria employee, who asked to remain anonymous. "They would if there wasn't the fear. In these hard economic times, no one wants to be without a job."

The consequences of speaking out, the employee says, "is so much backlash that it won't even be worth it."

Sophomore John Douglas said at the Nov. 1 forum, "We can't address what's really going on if people are in fear of losing their jobs."

According to Watts, no retribution of any kind will be leveled against employees for voicing their opinions or concerns.

Watts also said that an investigation into

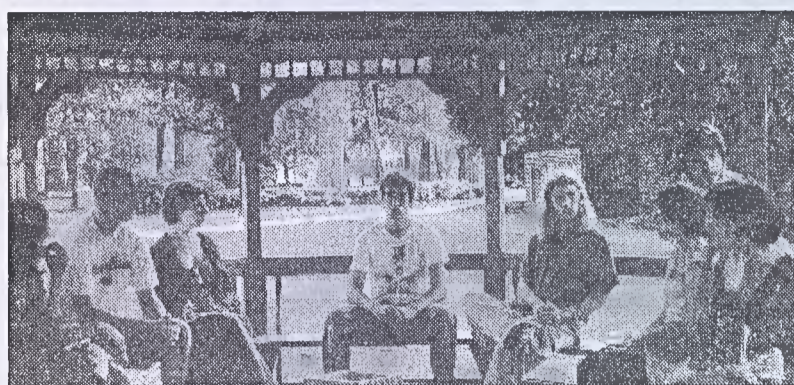


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MEMBERS OF THE GUILFORD COMMUNITY TRY TO CREATE AN ATMOSPHERE WHERE NO ONE IS AFRAID TO VOICE CONCERNS.

the discrimination charges is underway by Sodexho's Human Resources offices, and representatives have come to campus three times since August. Watts would not comment on the content of the investigation or offer an estimate for when the investigation would be concluded.

The current methods available from Sodexho for reporting discrimination cases, says Watts, are to contact him or, if an employee wishes to go elsewhere, they have the option to contact Human Resources directly or to call anonymously via a 1-800 number.

Sophomore Nick Clayman is skeptical of Sodexho's dedication to the investigation, and made an appointment with Human Resources after hearing of the discrimination.

"First, I addressed the new balanced meal plan. And then I said, 'You know, there's also

racism from (a new employee). He looked like he was interested, but I could tell he wasn't listening," said Clayman.

At the forum, the students and staff discussed ways employees can communicate their concerns to the Guilford community safely and without a fear of unemployment. Methods under consideration include mediation through the Conflict Resolution Resource Center (CRRC) or other on-campus mediation organizations and utilities.

Students are also trying to attach the issue to the college's Strategic Long Range Plan and the Ethical Purchasing and Procurement policy.

"I think the approach that students are taking now, going through the Strategic Long Range Plan and the Ethical Purchasing and Procurement policy is very smart," said Leslie Essien, Initiative Outreach Coordinator. "That puts the issue before the board members. If the board members and our administration keep hearing these same things over and over, I'm hoping they will respond."

"If the Guilford community is dedicated to anti-racism, we need to discuss the treatment of the workers," said sophomore Mememsha Milnor. "We need to start holding ourselves responsible for finding out what's

going on. This issue is enormous, and it is going to take big commitment and big sacrifice."

According to Watts, the cafeteria and Sodexho are open to input from the community, including involvement from campus organizations like the CRRC.

"The CRRC is definitely a positive alternative on campus, and readily available," said Watts.

Watts also commends the students who organized the forums for bringing the discrimination issues to the community's attention. "I think it was very good to have brought up some of those issues and start that discussion," he said. "Eventually, there will be some resolution, but not without that discussion. It's the only way you can get both sides of the story."

"We should also recognize that this is about broader issues, and not just race," said Milnor. "It involves different forms of social stratification and is very complex."

"I see the Sodexho workers as family and friends," said Essien. "And I feel that they are a part of this community, and they need to be treated as if they're a part of this community."

Junior Kathrin Gilbert said, "Fundamentally, I just believe the people who serve the students and faculty should be as appreciated as much as anyone else. We talk about equality as one of our core values, and these values should apply to everyone."

## McCullough lectures

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This is an unfounded way to think about the past, argued McCullough. Those times were hard and people needed to know much more just to survive than we do today.

"I doubt any of the soldiers (in the Revolution) hadn't already seen someone die at home," said McCullough.

Though they were outnumbered and inexperienced, the American military fought for our independence. Not just their own but ours still today. McCullough expressed that, "some wars really do matter for the good."

"While not everyone can agree that a war is right or just, it is important that we always remember how many died and how their families suffered," said McCullough.

Even in 1776 not everyone agreed that America should be at war. A third of the country believed we should be, a third didn't think we should be, and the other third, as McCullough said, "were waiting to see who won."

While our leaders in the Revolution were young and inexperienced the common theme among them was a knowledge and appreciation of history. This was the case for 33-year-old Nathaniel Greene. Greene had no military background and walked with a severe limp, but it was his historical knowledge, and his interest in historical battles that caught the interest of George Washington.

Greene served as one of the only three generals of the Revolution. McCullough believes Greene was a brilliant general and better than Washington.

Referring to Greene's character McCullough said, "you can't be a real leader without a sense of history."

Greene was a tremendous leader, and as a result of his efforts and leadership during Revolution, the Quaker and native Rhode Islander now has a city named after him: Greensboro, NC.

"Young people don't have the knowledge of American history that they should," said McCullough. "A liberal arts education (such as Guilford offers) is fundamental."

"When the founding fathers talked about life, liberty, and the pursuit of happiness, they didn't mean longer vacations," McCullough said. "They meant expanding the life of the mind and the spirit."

## QEP tackles "Writing in the Majors"

BY ASHLEY HARDIMAN | STAFF WRITER

Members of the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) will be on campus next week as part of the process of reaffirmation of Guilford's accreditation.

Like other accredited institutions of higher education, Guilford undergoes a review every 10 years to ensure that it is in compliance with a common set of standards and requirements established by SACS/COC.

As part of that process, the college created a Quality Enhancement Plan (QEP), "Writing in the Majors," which focuses directly on improving student learning.

"The students are the heart of the whole plan," said Adrienne Israel, Vice President and Academic Dean.

The plan integrates writing into the academic majors as a way to develop critical thinking and communication skills that will prepare students for success in their chosen vocations.

"The data on vocational success is clear," said Ken Gilmore, chair of the QEP working group and Political Science Department Chair. "Writing is necessary to one's success and advancement, no matter what a student chooses to do."

"Writing in the Majors" serves as a foundation for the two principle academic initiatives in the Strategic Long Range Plan: the Guilford Challenge and Principled Problem Solving.

"The QEP involves the Guilford Challenge because a lot of the challenge is about writing and reflection about what you learned and how that relates to your extra-curricular activities," said college president Kent Chabotar.

The second initiative, Principled Problem Solving, involves the practical application of a Guilford education towards positive social change.

"The QEP engages Principled Problem Solving in both a student's education and major," said Chabotar. "Having learned how to write better in their major, they will become better Principled Problem Solvers."

"Writing in the Majors" is a five-year plan with three phases. Starting with the adoption of common learning outcomes for the assessment of writing, the first phase will be a planning

year, the second phase a pilot program involving two majors, and the third phase a full launching of the program with at least four academic programs being added in each successive year.

"It's exciting to imagine the energy and intensity that could result as students engage diverse, innovative approaches to adapting and applying their ENG 102/HP-developed writing skills to the disciplinary genres demanded in their major courses," said Cynthia Nearman, assistant Professor of English and Writing Director for the college. "The QEP promises student-centered learning taken to whole new level."

Jerry Boothby, Vice President for Finance and Administration, noted that funding for the total proposed program includes a series of writing workshops and faculty development support, as well as opportunities for students and faculty to travel to academic conferences. The first year of the program is estimated to cost approximately \$132,000 and is included in the college's budget development process for FY 2007-08.

A new writing studio will be developed in the Learning Commons with professional and student tutors. Additional bibliographic support will also be available in the library.

Funding will also be used for further educational technologies, including the implementation of digital portfolios.

The five-year budget for the program is currently projected at approximately \$859,000.

The QEP will not lead to faculty adding more writing to their course, nor does it mean that they will teach writing instead of the key concepts of their respective disciplines.

The plan will instead focus on the development of the common learning outcomes to transform the way they structure and employ reading and writing assignments. Through this, students will learn and use the central theories, methods, and foundational content of their majors with power, skill, and professionalism.

"My main hope is that students will see this as a tool for them to use in every area of life," said Dean Israel.

SACS/COC will visit campus on Nov. 14 and 15. Members of the on-site committee will meet with students, faculty, and administration to discuss compliance issues. This includes walking around campus to ask students about their knowledge and support of Guilford's QEP.