

VOLUME 95, ISSUE 5 // SEPTEMBER 26, 2008

THE GUILFORDIAN

GUILFORD COLLEGE // WWW.GUILFORDIAN.COM // GREENSBORO, NC

Budget cut for Diversity Plan

By Deena Zaru
SENIOR WRITER

The Assessment for Strategic Indicators, released by President Kent Chabotar in May 2008, reports that the budget for the Diversity Plan and diversity training initiatives was originally set at \$137,000, but has been "adjusted to \$68,000."

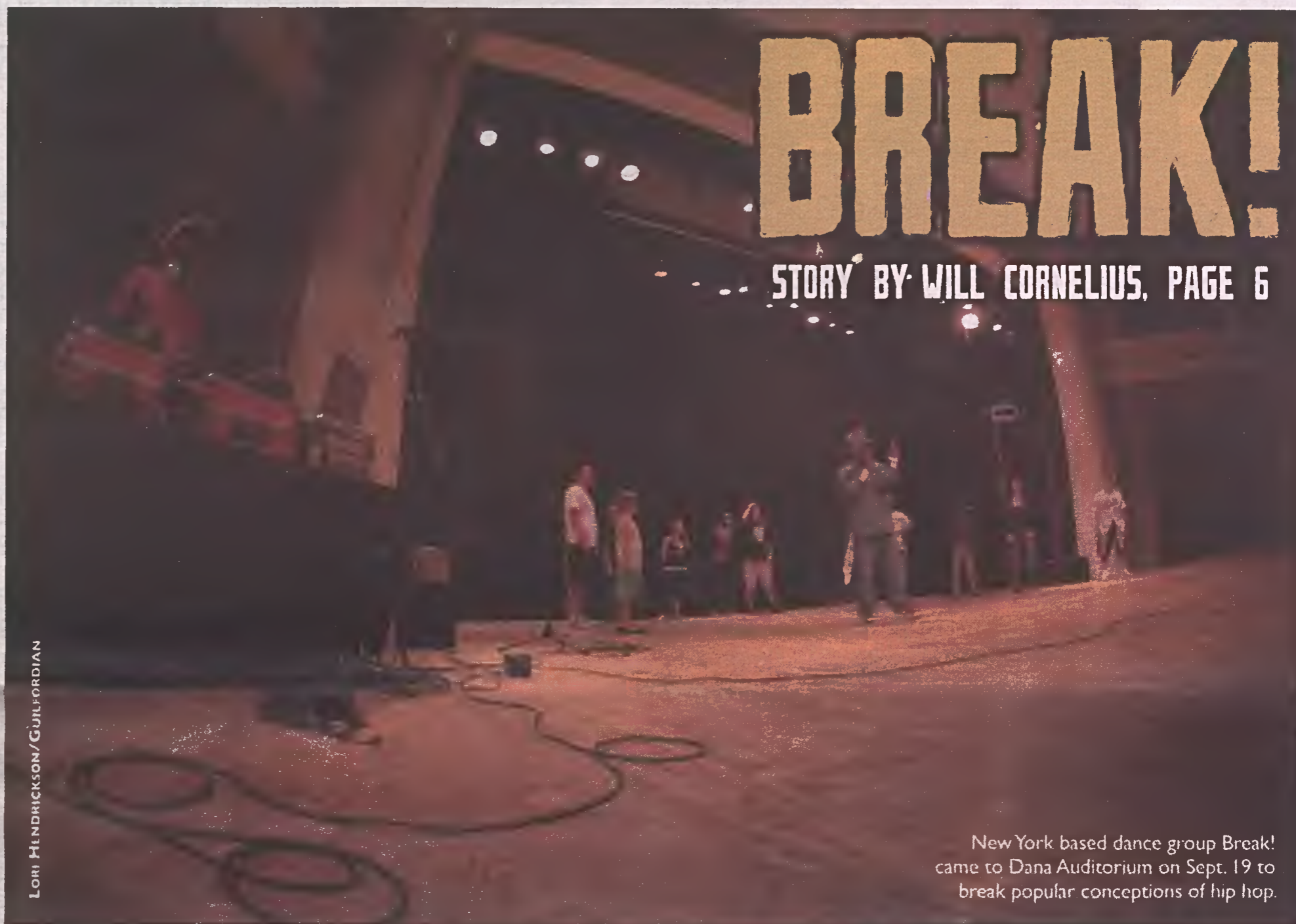
The document states that "the reduced funding will constrain workshops as well as staffing and recruitment efforts."

Director of the Friends Center and Campus Ministry Coordinator Max Carter, who attended the Quaker Life & Diversity meetings with the board of trustees, said that the decision was not surprising because the trustees asked the college to minimize spending.

"Trustees wanted the document to be at its best before presenting it to the full Board, and SLRP (Strategic Long Range Planning committee)—which I also sit on—had been asked to reduce budgeted amounts, given the college's financial challenges," said Carter.

According to Jeff Favolise, assistant to

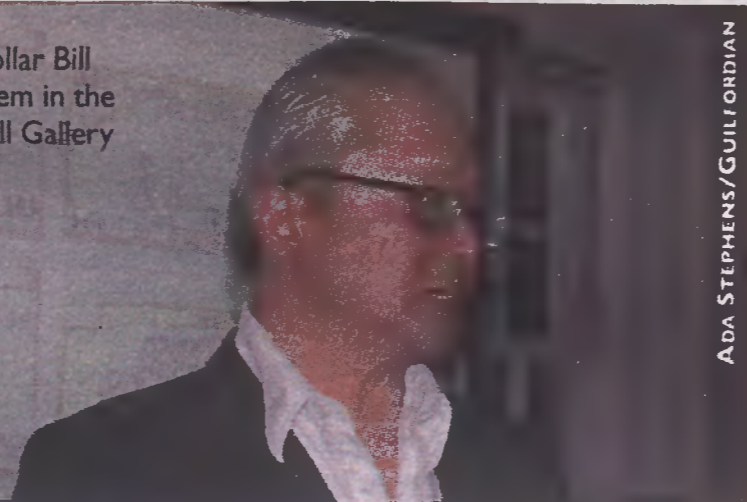
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LORI HENDRICKSON/GUILFORDIAN

New York based dance group Break! came to Dana Auditorium on Sept. 19 to break popular conceptions of hip hop.

Mel Chin speaks about his Fundred Dollar Bill Project, which will benefit the lead problem in the soil of New Orleans in The Founders Hall Gallery on Sept. 18.



ADA STEPHENS/GUILFORDIAN

Artist Chin discusses social change

By Kylie Gilliams
STAFF WRITER

"Mel Chin makes art that makes a difference in the world," said Kathryn Shields, assistant professor of art, in her introduction to Chin's lecture in Founders Gallery on Sept. 18.

Chin began his talk by unhooking the microphone from the stand and singing Elvis Presley until a student stood up and threw a ba-

nana at him.

"The thing that was so cool was you actually got to see a great artist do performance art," said assistant professor of art David Newton.

Chin then showed slides of his work, starting with replicas of White House columns that he made using materials symbolizing the Reagan administration's complicity in the devastation and horror wrought on

Latin America by the United Fruit Company.

Human suffering and tragic events, such as King Leopold II's genocide of the people of the Belgian Congo and the first female suicide bomber in Israel, have provided inspiration for Chin's work. In his lecture, Chin explained how the same was true for his current undertaking, The Fundred Dollar

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FYE program to be rebuilt

THE FUTURE OF THE FIRST YEAR EXPERIENCE PROGRAM WAS THE SUBJECT OF A SEPT. 17 FORUM

By Sam Jenkins
STAFF WRITER

The faculty held a forum Sept. 17 to discuss proposed changes for Guilford's First Year Experience (FYE) program.

The proposal contained three central goals: to create a more cohesive community of teaching and learning, to facilitate interdisciplinary teaching and learning, and to integrate Principled Problem Solving into the general education program.

Faculty discussed a revised edition of an initial proposal.

"The first draft was very similar to a five-year plan from the U.S.S.R.," said Zerbe, "It's going to take a lot of work and time, but hopefully the faculty will get excited about the new changes."

A central, overarching theme for the new program was a major topic of discussion

during the meeting. Ideas for the theme include "Making a Difference in the 21st Century" and "Making a Difference in the Universe." The latter was proposed to help fit historical disciplines, such as Medieval Studies, under the umbrella of a common theme.

While the proposal says that all FYE classes will incorporate the "Making a Difference" theme, they are not required to draw from the same content base.

The proposal outlines FYE curriculum as "a stand-alone course using (a professor's) own discipline as a starting place for an interdisciplinary class, with deep connections to the common theme." However, in order to follow the interdisciplinary direction of the program, some classes may be grouped into "clusters" with shared syllabi. Discussion of this matter is not yet finalized.

Some faculty at the forum expressed worry that having a common theme might destroy the individuality of their designed courses.

"Most classes will only require a bit of tweaking to fit the new proposal," said Zerbe. "Anytime you do a curricular change, some people get excited and some people

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