

Task Forces Meet: What Comes Next?

Introduction:

Throughout the Fall Term seven faculty task forces have been meeting regularly to share research, discussion and proposals in their designated areas. The task forces were the conception of Academic Dean Helmick who envisioned the committees as instrumental in exploring and planning Salem's future. On Saturday, Feb. 18, the combined task forces met to hear each task force chairman briefly explain the group's findings and conclusions. Since each task force was familiar only with its own report, the task force summations were met with comments from the faculty members attending the meeting. See related stories, commentary on page two.

What follows is a synopsis of each of the individual reports submitted by the task forces:

A statement of confidence in the work of the task forces opened the first combined meeting of the seven faculty committees, created last September. Expressing appreciation for efforts that exceeded expectations, Dean Helmick initiated the "beginning of a dialogue" that will find fruition in changes and improvements in all seven designated areas.

The meeting was planned to allow each task force chairman a 15 minute period, during which the report would be summarized and the major thrusts of the conclusions explained. Discussion from the faculty as a whole followed each synopsis.

The advising report, as explained by Dr. Kelly, seemed to stress two major points. Kelly emphasized the group's support for an increased faculty commitment to advising. A designated period to be used specifically for advising purposes was also suggested, with more emphasis on the benefits of group advising. Dr. Gossett commented

on the importance of advising as predominantly for academic purposes, although "there is a dimension of personal counseling." The rigidity in a set meeting time was questioned, but Kelly was quick to reply that this would merely be a time reserved for advising if the students and faculty involved should so desire it. The efficacy of induced faculty involvement was discussed, but this seemed a minor concern as currently only two faculty members are not advising. The advising task force stresses a program that will not encourage dependency, but rather one that will stress independence achieved through support.

Dr. Nelson, chairman of the Task Force of Evaluation, delineated two types of information derived from evaluation. Formative information enables self-improvement, and summative information aids in decision making. A system of evaluation deriving both types of information is necessary for Salem, Nelson explained, and the next step would be to select the instrument for evaluation. The committee indicated that the time element prevented them from meeting their goals completely, and they were unable to explore evaluation with respect to department chairmen, the academic dean, etc.

The Task Force on Faculty Development questioned whether faculty development should be tied to faculty evaluation. Their conclusion, as explained by Dr. Pate, the group's chairman, was that faculty development should not be linked to faculty evaluation. Faculty development should be a voluntary and non-evaluative program according to Pate. The program should enhance effective teaching and provide support for scholarly pursuits. Dr. Kelly reinforced support for increased emphasis on scholarly writing. Pate commented that "we don't envision Salem as an institution seriously concerned with scholarly research, but teaching will be affected if people don't keep up in their fields."

The benefit of a Faculty Research and Resource Center was questioned and Dr. Lazarus explained that its purpose was not to inhibit or impose censorship, but rather to provide a consultant's bureau for those engaged in research. Support was indicated for the task force's recommendation of a video studio.

Craig Miller, chairman of the Task Force on Educational Resources, explained that the major thrust of the group's report is a concern with academic efficiency. The task force spent most of their time reviewing the January Program, and came up with several suggestions. Their recommendations included a time-table for January with emphasis on pre-registration as an aid to the faculty. The committee is not in favor of enrollment quotas and suggests

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Critical Review

How Funny Was He?

By Laura Castellanos
and Jane Dittmann

It is interesting to find a comedian who recognizes that quality acting is essential in comedy. Though natural creative ability is essential to the comedian, a routine based primarily on characterizations requires acting talent as well. Tony Lawrence, the young comedian who concluded Salem's Humor in America Symposium Monday night, is a self-professed actor and comedian. His style is based on characterizations, with situations growing out of the portrayal of various personalities.

Lawrence belongs to the currently popular school of comedy typified by George Carlin and Lily Tomlin. This genre of comedy emphasizes the personal experiences and images that the comedian can share with the audience through humor. Lawrence did three short routines which were very imaginative and funny. The "Oil of Olay" spot, a take-off on Sixty Minutes and childhood memories of nicknames for grandma were particularly well-done, and were received exceptionally well by the audience of about 150 students.

Lawrence was fortunate that these "high points" in his routine sustained him through several spots of lesser quality that lacked good character and situation development. Lawrence's

routines about the French restaurant, the gas man and the suicide prevention center are comedy cliches and they lacked the creativity and development to set them apart from similar routines.

A more lengthy portrayal of a press conference with Anwar Sadat was a novel idea, but Lawrence failed to supply adequate lead-in to the material. Lawrence's best developed routine concerned a Saturday morning school for traffic offenders. His portrayal of Captain Anthony H. Lawrence, the bumbling highway patrolman, was both complete and imaginative. The blackboard "diagram of an accident" was also novel and appealing.

Lawrence concluded his act with a most successful routine concerning the guest register in the Salem Alumnae House. The audience appreciated the routine because it was easy to relate to on a personal basis. Many individuals have perused the comments in the guest book, but Lawrence's comic sense made them hilariously funny, and his inflections brought new meanings to some very mundane statements.

Monday night was the first in a year-long series of performances for Lawrence. It would be interesting to note the seasoning effects of road performances on the comedian whose act could certainly benefit from experience.



TONY LAWRENCE

Search For Missing Books

Search your room, closets, dorm attics and study rooms! Library materials are missing and may be returned now -- with no questions asked.

Honor Council and librarians are encouraging a campus-wide search for books and periodicals which have disappeared from Gramley Library. Only with support from students can this drive be successful.