

Faculty Center for Excellence in Teaching & Learning

Responses to "in loco parentis," by William Chovan, 4/1/97

I wholeheartedly agree with Bill Chovan's position that we must be engaged in the lives of our students. His article, however, has broader implications than just attending to the students' development. We can carry Bill's position to the institutional level: In The Abandoned Generation, Willimon and Naylor argue that the "ultimate test of whether or not. . . a university is a community is whether students and faculty are seriously concerned about each other's well being." In other words, true community also means faculty caring not only about students, but for each other, and not simply in the sense of scholarship. Faculty engaged in the lives of faculty, faculty engaged in the lives of students, students engaged in the lives of the faculty, and students deeply involved with each other is what is meant by a university community.

Terry Kinnear, Management

Armer Bill Chovan
Er entschlummerte leise im Schlummer
Nicht wie das Volk in seinem Wagen
Schreiend vor Kummer

Steve Ayers, Communication and Theatre Arts

If you think the faculty would be interested in the other advisees' responses noted in the April issue of the Faculty Forum, then may I suggest this from David McCord: Sample responses to these and other questions may be found on my web page, near the bottom. Under "Web Links of Interest," click on "Contemporary Stressors of WCU Undergraduate Advisees." My web page is off the "Faculty" link of the Department of Psychology page. The direct address is: <http://www2.ceap.wcu.edu/chovan/>

William Chovan, Psychology

I agree completely with Bill. If we address only a student's academic needs we have, in my opinion, cheated the student of a substantial portion of his or her education. Much of a college education consists of the maturation process that a student goes through, and advisement assistance there seems as or more important than the "facts " that they receive in the classroom. If we are indifferent to the students' individual needs outside the classroom, do we model a behavior for them that we would not want them to adopt? Being an advisor means far more than merely helping them schedule classes twice a year. What I find heartening, though, are the reports of my students that the professors they have dealt with across the campus do, for the most part, want to assist in the development of the whole student and not simply view them as a body taking up a chair in their classroom, and for this WCU should be commended.

William Hyatt, Criminal Justice